



Occupational Therapy Assistant Job Description

DEPARTMENT:	Clarendon School
POST TITLE:	Lead Teaching Assistant (Occupational Therapy Support)
CONTRACT:	Term Time Only (39 weeks – 32.5 hours per week).
GRADE:	Scale 6 NJC 18
Responsible To:	Head of School, directed by Occupational Therapist.

Purpose and Objectives of Work

The role of the Lead Teaching Assistant (Occupational Therapy Support) is to play an active role within the Clarendon School Occupational Therapy Team. This role is in addition to the basic Teaching Assistant role and will support identified children in meeting their functional potential through the provision of integrated Occupational Therapy programmes and groups within the classroom.

The post holder will be supported in helping others understand how Occupational Therapy can be integrated into the classroom.

Statement of Purpose

1. With the direction and support of the Occupational Therapy provide therapeutic programmes to identified pupil groups.
2. Be a knowledge base regarding Occupational Therapy to school staff. Supporting others in their understanding of basic Occupational Therapy principles.
3. Support the integration of Occupational Therapy advice across the day to day curriculum.
4. To provide advice and training to classroom practitioners.
5. To plan, deliver and evaluate the effectiveness of any intervention and report to the school Occupational Therapy Service.
6. Clearly understand own strengths and limitations, seeking the support and guidance of the Occupational Therapy Service when matters arise that are out of knowledge/ experience base.

KEY ACCOUNTABILITIES

Support for Teachers

1. Lead small group sessions that have an underlying educational and occupational therapy basis with the support of the teacher and Occupational Therapy Service to develop children's core Occupational Therapy skills.
2. Support teachers and class staff with the integration of Occupational Therapy programmes provided by the Occupational Therapy Service.
3. To support staff (with the knowledge base provided by the Occupational Therapist) to enable students to be in a position to learn, e.g. seating, sensory issues, calming strategies.

Support for the Curriculum

1. Enable students to access the curriculum and learning through the use of programmes and groups devised by Occupational Therapists.
2. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
3. Advise on appropriate deployment and use of specialist aid/resources/equipment- liaising with Occupational Therapy as required.

Direct Working with Parents

1. Assist the Occupational Therapists in liaison with parents/carers regarding Occupational Therapy programmes.
2. Update risk assessments in light of parental advice and guidance

Direct Work with Professionals

1. Follow the instructions of the Occupational Therapist with regard to therapeutic interventions, whilst working within the Code of Conduct and the policies of Clarendon School and Auriga Academy Trust.
2. Assist teachers and Occupational Therapists in the target setting, recording and reporting of key individual and organisational achievements.

Continuous Professional Development of self and others

1. Partake in fortnightly 30 minute supervision sessions with the Occupational Therapy team in order to ensure any difficulties or challenges are addressed and overcome.
2. When appropriate, under the supervision of the Occupational Therapy staff, train classroom staff to deliver programmes to students according to their needs.
3. Undertake Continuous Professional Development (CPD), as appropriate, in order to deliver advice and support to students, staff and parents;
4. Take proactive part in the induction of new staff and engage fully with the school's Performance Management Scheme;



Clarendon School

Person Specification

Job Title: Lead Teaching Assistant (Occupational Therapy Support)

Department: Clarendon School Secondary Department

Date: Summer Term – May 2022

	Essential	Desirable
Qualifications and Training		
1 GCSE Maths and English Grade C-A* / Equivalent	Yes	
Experience and skills		
2 Good understanding of child development and learning processes	Yes	
3 A clear understanding of own strengths and areas for professional development	Yes	
4 Can use ICT effectively to support learning	Yes	
5 Experience of running learning groups within a special needs school.	Yes	
6 Experience in delivering therapy programmes.	Yes	
7 Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	Yes	
9 A willingness to learn and work from and alongside the Occupational Therapy service.	Yes	

10 Understanding of statutory frameworks relating to teaching.	Yes	
11 Constantly improve own practice/knowledge through self-evaluation, study and learning from others.	Yes	
12 Ability to relate well to children and adults including parents, professionals from other disciplines.	Yes	
13 An understanding of basic Occupational Therapy concepts.	Yes	
14 Work constructively as part of a team, understanding own and others' roles and responsibilities	Yes	
15 Full working knowledge of relevant policies/codes of practice legislation.		Yes
Personal Attributes		
16 Specialist skills/training in curriculum or learning area e.g. Makaton, PECS, Intensive Interaction Specialist skills/training in curriculum or learning area e.g. Makaton, PECS, Intensive Interaction	Yes	
17 Ability to lead and direct the work of others	Yes	