



SEARCH
Education Trust
Strong, Sustainable, Successful Schools

Occupational Therapy Assistant



October 2025

Dear Applicant,

I am thrilled that you are considering joining SEARCH Education Trust! We are a dynamic family of schools committed to positively transforming the lives of our students. Our philosophy is simple yet powerful: “stronger together.” By fostering collaboration and innovation, we empower both our students and staff to achieve excellence.

The Search Education Trust is founded upon the importance of providing an excellent education for all our young people so they can live happy, successful lives making a positive difference within the community. Our vision is to grow strong, sustainable, successful school communities which:

- **Stretch** the imaginations of learners and teachers through an inspirational curriculum, and strategies for teaching and learning.
- **Empower** young people to be entrepreneurial and creative leaders of the future
- **Aspire** for young people to discover how they can be the best they can be
- **Reach** out to everyone, celebrate diversity, and leave no one behind
- **Collaborate** to develop a community of shared practice and effective partnerships for school improvement
- **Help** and support our learners, staff and families to have a voice in the community; to be actively involved, happy, safe, resilient and healthy.

These values form the foundation of our SEARCH vision. They define our community and create a space within the education system where schools can collaborate, grow, and flourish together.

Having been part of this incredible Trust for 15 years, I am deeply proud to now lead our group of ever-strengthening and expanding schools. I have seen firsthand the transformative power of our collective efforts and the boundless opportunities we provide for staff and students alike.

When you choose the SEARCH Education Trust, you are choosing to be part of an ambitious, supportive, and evolving community. Here, you will be valued, encouraged, and empowered to develop your unique talents. We are committed to supporting you every step of the way on your journey with us.

We are eager to welcome passionate, dedicated individuals who share our vision and values. Thank you for considering SEARCH Education Trust as your next career move. We look forward to receiving your application and to the possibility of working together to make a lasting impact.

Yours faithfully,

**Mrs Elen
Roberts
Executive Headteacher**



JOB DESCRIPTION

Post Title:	Occupational Therapy Assistant
Post Grade/Salary:	Scale 4 Equivalent
Responsible to:	Therapy Manager/ Member of SLT
Post Tenable:	1st September 2026
Post Terms:	Term Time

JOB DESCRIPTION

POST SUMMARY

The postholder will support and complement the work of the occupational therapist. Duties will include carrying out observations of children, assisting the therapist in planning and implementing therapy, assisting the therapist with assessment, carrying out therapy programmes in groups or on 1:1 basis, modelling sessions to staff, training or assist with training, keeping accurate notes and carrying out administrative tasks such as preparing and making resources, printing, filing and resource auditing.

This post will require you to have some previous knowledge about theory and programmes that are typically used to support learners with autism. You will be expected to work closely with the therapy team and be the central point of reference during the absence of the occupational therapist supporting all staff in their daily practice.

You will need to be a flexible worker and be able to work alongside people to support and develop their knowledge and skills. There is an expectation that you will be self motivated to deepen your knowledge on theory and practice so that you are able to carry out the duties successfully as described in the job description.

SPECIFIC DUTIES & RESPONSIBILITIES:

STUDENT AND SCHOOL WORK

1. To assist in planning and implementing therapy programmes under the direction of a qualified Occupational Therapist.
2. To make modifications to activities within these programmes to meet the needs of individual students, taking into account cultural and linguistic background following consultation with the Occupational Therapist, SLT.
3. To run regular group and individual sessions to enable the successful assessment and implementation of programmes .



4. To support training and family sessions.
5. To support the MDT and school SLT in making appropriate referrals to other agencies aided by knowledge of general child development.
6. To join home visits as necessary alongside therapists or the pastoral team.
7. To feedback to the occupational therapist and class teams on a regular basis to support the evaluation of programmes.
8. To complete records, assessments and notes of work with students or observations.
9. To model programmes and interventions to class teams and provide mentoring and support to them on a regular basis to ensure programmes are successful
10. To support the preparation and maintenance of resources and equipment throughout and ensure they are in good order and up to date.
11. Ensure each student has the necessary resources and equipment to meet their needs and the programmes in place.
12. Support the Occupational Therapist with inventory monitoring and resourcing.
13. To provide feedback to class teams, Occupational Therapist and MDT where shortfalls are observed.
14. To ensure targets are up to date and are central to the individual targets and planning of each student and inform therapists or MDT of any discrepancies.
15. To ensure therapeutic practice is consistent across the school and where there are discrepancies or shortfalls these are identified and support or actions plans are recommended.
16. To carry out observations of individual students within a busy and distracting environment.

COMMUNICATION AND RELATIONSHIP SKILLS:

1. To work closely with staff, students, professionals and families using empathy, tact, and reassurance at all times.
2. To remain professional at all times and conduct yourself in a professional manner.
3. To communicate successfully with staff, students, professionals and families to gather information required and disseminate information appropriately.
4. To develop skills to enhance collaborative working in the therapeutic process.
5. To form effective therapeutic relationships with students who may be under stress and/or presenting with challenging behaviour.
6. To be able to report effectively on student's responses to interventions and needs to supervise therapists, families, class staff, SLT or other professionals.
7. To assist the occupational therapist in providing training to a variety of audiences on aspects of therapy.



8. To communicate effectively and clearly with students at whatever level of need they have and to use the appropriate resources to support this.

KNOWLEDGE, TRAINING & EXPERIENCE:

1. To identify own training needs as part of performance management and to attend training as agreed.
2. To develop and broaden knowledge of theory about occupational therapy by reading, attendance at courses and meetings.
3. To work within defined departmental, professional and organisational protocols, policies and codes of conduct.
4. To plan, implement and evaluate own work, seeking advice as necessary.
5. To participate in regular supervision with line manager as well as annual performance appraisal.

ANALYTICAL and JUDGEMENTAL SKILLS:

1. To independently adapt intervention/group activities as necessary according to individual need, progress and changes in environment/circumstance.
2. To seek input from therapists and use this in developing individual intervention packages for students.

PLANNING AND ORGANISATIONAL SKILLS:

1. To manage your own workload and timetable in liaison with your line manager(s).
2. To plan and organise groups in liaison with your line manager(s).
3. To plan and organise therapy and training sessions with the support of the Occupational therapists and MDT

PHYSICAL SKILLS:

1. To be able to maintain a level of physical work and intervention when working with students such as: sensory circuits, deep pressure, delivering heavy workouts with students, showing students how to practice certain skills (e.g. gross motor skills) and using physical equipment as required.
2. To support Team Teach physical intervention when required.
3. To have due regard for your own safety and that of students, particularly in regard to moving and handling regulations and restraint policies.



POLICY/SCHOOL DEVELOPMENT AND IMPLEMENTATION:

1. To be aware of and adhere to all school policies and procedures with particular reference to lone working, safeguarding and welfare and health and safety.
2. To report all complaints, incidents and accidents to the line manager immediately, following school policy and ensuring follow up records are completed.
3. To undertake risk assessments where necessary and follow these.

RESOURCES:

1. To monitor stock quality and levels of resources and advise of any need for replenishment.
2. To follow procedures for purchasing resources.
3. To be responsible for the security, care and maintenance of equipment whilst in use.
4. To ensure students have all the necessary resources for their programmes and ensure these are in good 'working' order.
5. To ensure each class has required baseline core standard resources available to students as outlined within guidance and policy.

INFORMATION RESOURCES:

1. To keep student assessments and records up to date and accurate.
2. To keep personal caseload information up to date on appropriate IT systems.
3. To share information with others, observing data protection/information sharing guidelines.
4. To keep and produce accurate data where required.
5. To keep online resources up to date for all staff to access.

RESEARCH AND DEVELOPMENT:

1. To participate in clinical audits as required.
2. To participate in research projects as required.

EMOTIONAL EFFORT:

1. To work with children with challenging behaviours as a result of their sensory needs or other factors related to function that can influence the behaviour.



2. To identify and manage your own stress and levels of emotion and be able to seek support if necessary.

OTHER:

1. To actively support the effective functioning of the Therapy Service throughout the school.
2. To undertake any other duties as required by the Therapist team, MDT or SLT as required, providing it is within your abilities and commensurate with your post.
3. To work in accordance with school policies and guidelines at all times.
4. To maintain confidentiality at all times of any information concerning students or staff which you have to access during the course of your work.
5. To ensure fair and equality for all and the appropriate measures are taken to ensure fair access to all.

This job description is a reflection of the current position and the post holder is expected to view it as a guide rather than an exact description of all duties and responsibilities. It may be varied from time to time in consultation and the post-holder is expected to carry out other duties commensurate with the grade as directed.



Occupational Therapy Assistant PERSON SPECIFICATION

Skills	ESSENTIAL	DESIRABLE
Experience and Knowledge	<ul style="list-style-type: none"> ● At least 2 years of working in a school or therapeutic environment. ● Knowledge and experience of working alongside learners with autism ● Experience of designing and planning a range of resources that support learners with autism at classroom level ● Experience of working alongside Therapists (MDT) to improve outcomes for students with autism ● Experience and understanding of effectively communicating with parents ● Experience of working alongside families to provide support and services ● Experience of working alongside outside professionals 	<ul style="list-style-type: none"> ● At least 3 years working in a school within a staff team ● Knowledge of therapeutic processes around SEN and autism ● Experience and understanding of autism and its impact on the lives of students and their families ● Ability to demonstrate previous learning or interest in occupational therapy theories and practice e.g. sensory based challenges, functional tasks, fine motor skills, gross motor skills etc. ● Experience of designing and planning a range of OT programmes at classroom level ● Knowledge of using equipment used with children with autism ● Knowledge of other tools used in supporting occupational therapy intervention e.g. Makaton, intensive interaction, TEACCH, use of schedules to facilitate child's successful participation in activities ● Knowledge around how to grade activities (increasing or decreasing the difficulty of the activity according to the child needs)
Technical Skills and Attributes	<ul style="list-style-type: none"> ● Working knowledge of areas of need affected by autism ● Strong IT skills ● Strong organisational skills and prioritising. ● Strong ability to use initiative. 	<ul style="list-style-type: none"> ● Working knowledge of supporting young people with autism and their families



	<ul style="list-style-type: none"> ● Good communicator ● Excellent time keeping 	
<p>THE GROVE Personal Skills and Attributes</p>	<ul style="list-style-type: none"> ● Ability to relate well to all adults and young people with autism. ● Ability to maintain confidentiality. ● Ability to work effectively within a team. ● Excellent record keeping skills and the ability to communicate and feedback clearly to others. ● Accuracy and attention to detail. ● Ability to adapt to the changing needs of students ● Ability to adapt to the changing needs of situations ● Ability to work under pressure. ● Ability to demonstrate empathy and patients. ● Exercise tact and diplomacy where relevant. ● Demonstrate a flexible approach to working 	
<p>Qualifications and Training</p>	<ul style="list-style-type: none"> ● English GCSE or equivalent ● Mathematics GCSE or equivalent ● Relevant training in the field of SEN, therapy and autism ● Willingness to take on any required further training. 	<p>Attended training in some or all of the following (non-exhaustive):</p> <ul style="list-style-type: none"> ● Attention Autism ● SCERTS ● TEACCH ● Makaton ● Sensory Processing ● Manual Handling ● Fine and Gross Motor Skills ● Functional Skills ● Moving and Handling or Postural Management
<p>Other Requirements</p>	<ul style="list-style-type: none"> ● The post holder must respect the confidentiality of all matters relating to the students, staff and families. ● Willingness to be flexible with working hours to respond to the needs of the school. 	