

JOB DESCRIPTION

Occupational Therapist (OT)

Reporting to	Therapy Lead (on-site)
Salary:	£44,101 - £49,447 per annum [TCES Clinical Band 2]
Location	TCES East London School, E15 4HT
Contract:	Permanent, 37.5 hours

Job Purpose

Co-facilitate independence and communication and to speed recovery and achieve outcomes for the students that are meaningful to them.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictability (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Main duties and responsibilities

To liaise closely with key colleagues, the multi-disciplinary clinical team and managers to provide an intensive treatment service for pupils.

To identify all children and young people who have Occupational Therapy assessment and intervention identified as a need on their Education, Health and Care Plan (EHCP) and to ensure that this is delivered effectively and in a timely way.

To carry out observations across the setting to identify those pupils who will benefit from Occupational Therapy input who do not have this identified as a need on their EHCP.

Co-producing care plans and sensory/communication passports.

Advise on moderating the classroom environment to support young people in reaching their full potential and on developing and implementing Positive Handling Plans as necessary and in accordance with MAPA/Safety Intervention.

To engage pupils in innovative, therapeutic and meaningful activity that will support them in engaging in learning and reaching their full potential.

To undertake highly specialised Occupational Therapy assessment by identifying appropriate assessment tools that will support us to identify and understand the needs of pupils.

To assess and manage the complex sensory and occupational functioning needs of the

children and young people to support them in feeling safe and engage in group learning.

To provide a bespoke menu of sensory activities that can be used with individual young people to help to reduce their anxiety, including use of the sensory rooms.

To share successful strategies with all staff working with a young person through devising individualised sensory passports.

To develop innovative interventions/strategies for children and young people referred to the OT services and presenting with difficulties in some or all of the following areas: activities of daily living, fine and gross motor skills; attention, concentration; social skills; violent behaviour, occupational roles and occupational performance; identity in order to maximise their ability to function independently.

To work with parents / carers, education, health, social care and other multi-disciplinary colleagues as appropriate to assess, design and develop evidence-based intervention and management plans to be implemented within the multi-disciplinary school-based teams and within the child's family.

To encourage self-awareness, exploration and reflection on feelings and relationships.

To contribute to the multidisciplinary risk assessment and management plan for individual young people and for specific activities / trips / visits.

To train and support staff in developing skills and knowledge in utilising strategies in the classroom.

To review / oversee physical interventions and to use CCTV to support the team with their reflecting / learning.

To provide clear, concise written and verbal feedback suitable for a variety of audiences including the child, their parent/carer and a range of professionals.

To attend Group Process meetings with pupils and the multidisciplinary team, as required.

To maintain sensitivity at all times to the emotional needs of clients/carers when imparting complex /distressing information regarding the nature of the client's difficulties and the impact on individuals and their families.

To monitor and evaluate pupil progress during interventions and to use appropriate outcome measures.

To maintain clear written records of all interventions ensuring compliance with GDPR.

To take part in regular clinical discussions with staff and pastoral team.

To consistently demonstrate professional boundaries in accordance with the HCPC code of ethics.

Provide specialist advice, consultation and training to school staff as required.

Ensure appropriate liaison with external networks, professionals, agencies, carers and parents.

To maintain awareness of and commitment to the Health and Safety needs of all those with

whom you have contact in your work, including first and foremost the pupils.

To keep up to date with all legislation, guidelines and practice issues that may affect the Inclusion service.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Recognised Occupational Therapy Degree Qualification or equivalent.

Health Professions Council – Licence to Practice.

Registered member of the British College of Occupational Therapists.

Evidence of successful completion of specialist short courses up to masters degree or equivalent.

Knowledge and experience

Minimum of 3 years' post-qualification experience, 2 of which are within the areas of specialism as defined below:

- Pupils at high risk of sexualised behaviour
- Pupils with high risk violent and aggressive behaviour towards others
- Pupils exhibiting mental health issues Tier 3/4
- Pupil at high risk of sexual exploitation
- Pupils with significant substance misuse issues
- Pupils with significant gang related issues
- Pupils with school phobias – Tier 3/4 anxiety disorders – highly persistent long-term school phobic or deeply disengaged
- Young pregnant girls/highly vulnerable and or offending teenage girls and young mothers
- Pupils with complex offending behaviours
- High Risk pupils who are CLA returning from out of county placements
- High dependency pupils with a range of physical, psychological and healthcare needs

Substantial experience of working with children with emotional, behavioural and social difficulties, highly complex and high-risk presentations, and those on the Autistic Spectrum.

Experience of group-work.

A high level of experience of multi-disciplinary and inter agency working. Knowledge of the principles of clinical governance/audit/research.

Skills and ability

Ability to plan and organize own workload.

Excellent interpersonal skills with the ability to work collaboratively with colleagues to plan, evaluate, monitor and develop services.

Proficient IT Skills.

Ability to communicate clearly both verbally and on paper.

Developed negotiation and problem-solving skills in complex situations.

Ability to plan and implement evidence based clinical interventions from referral to discharge.

Ability to coordinate therapy input within the school and to locally take the lead in implementing the therapy services operational policy.

Ability to communicate sensitively and effectively with a wide range of communication partners often in highly emotive settings.

Ability to identify and assess risk when working with young people with challenging behaviour.

Excellent understanding of complex family issues and how these impact on young people's emotional development and school life.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES values.

D = Desirable

March 2026