



North & West Yorkshire Specialist Partnership

Job Description

Job Title: Regional Specialist Paediatric Occupational Therapist (WNYSP)

Employing Body: Springwell Leeds Academy - but will work across the West and North Yorkshire Specialist Schools Partnership (WNYSP) These schools are part of the Wellspring Trust and include:

- Springwell Leeds Academy
- Springwell Harrogate
- The Forest School
- Forest Moor School
- Green Meadows Academy
- Penny Field School

Reporting to: TBC

Location: Employed directly by Springwell Leeds Academy and within NWYSP working across a designated group of special schools and alternative provision settings, with an expectation of travel to other schools on a traded services basis.

Salary: Commensurate with qualifications and experience (Aligned with NHS Agenda for Change Band 6) £38487- £46480 (actual salary £33206-£40102)

Hours: Full-time 37.5 hours per week, Term time only (39 weeks)

Main Purpose of the Role:

To provide a high-quality, evidence-based, and specialist occupational therapy service to children and young people (CYP) aged with a diverse range of needs. These may include, but are not limited to, Social, Emotional and Mental Health (SEMH) difficulties, Autistic Spectrum Conditions (ASC), learning disabilities, and other complex needs, across a group of special schools and alternative provisions within the WNYSP's special and AP schools. The post holder will aim to maximise students' functional independence, participation in education and school life, and overall well-being. A key component of this role involves delivering occupational therapy services to external schools and educational settings on a traded (commissioned) basis.

Key Responsibilities:

- **Clinical Practice & Caseload Management:**

- Conduct comprehensive and specialist occupational therapy assessments of CYP, utilising standardised and non-standardised assessment tools, clinical observations, and information from relevant stakeholders to identify functional strengths and needs.
- Develop, implement, monitor, and evaluate individualised and group evidence-based therapy programmes tailored to meet student-centred goals, in collaboration with the CYP, their families/carers, and school staff.
- Manage a designated caseload of CYP with varying complexities across different school settings within the group, prioritising needs effectively and maintaining accurate, timely, and confidential clinical records in line with professional (RCOT, HCPC) and organisational standards.
- Provide specialist advice and recommendations on environmental adaptations, specialist equipment (e.g., seating, writing aids), and assistive technology to support CYP's access to the curriculum and participation in daily activities.

- **Multidisciplinary & Multi-Agency Working:**

- Work collaboratively as an integral member of the multidisciplinary team (MDT) within each school, liaising closely with teachers, teaching assistants, speech and language therapists, physiotherapists, educational psychologists, medical staff, and other professionals to ensure a holistic and coordinated approach to support.
- Contribute to the statutory Education, Health and Care (EHC) plan process, including conducting assessments, writing comprehensive and legally compliant reports, formulating SMART outcomes, attending annual reviews, and contributing to tribunal processes if required.
- Liaise effectively with parents, carers, and external agencies, providing clear information, support, and advice regarding occupational therapy interventions and strategies.

- **Traded Services Provision:**

- Deliver high-quality occupational therapy services to external mainstream and special schools, and other educational settings on a traded (commissioned) basis. This will include conducting assessments, providing direct individual or group interventions, offering consultation, and delivering training to school staff as per agreed service level agreements.
- Maintain professional relationships with commissioning schools, ensuring clear communication regarding service delivery, progress, and outcomes.
- Contribute to the promotion and development of the traded services offer, as required.

- **Training & Service Development:**

- Design and deliver training sessions and workshops for school staff, parents/carers, and other professionals on topics related to occupational therapy, sensory processing, motor skills development, and strategies to support CYP with SEND.
- Contribute to service development initiatives, including the development and review of clinical pathways, resources, policies, and quality assurance processes within the therapy team.
- Participate in clinical audit and research activities to evaluate and improve service effectiveness.

- **Professional Responsibilities:**

- Adhere to all relevant professional codes of conduct (e.g., RCOT Code of Ethics and Professional Conduct, HCPC Standards of Proficiency) and organisational policies, including those related to safeguarding, health and safety, confidentiality, and equality and diversity.
- Engage in regular clinical supervision (both receiving and providing, if appropriate to experience) and participate actively in performance appraisals and continuous professional development (CPD) to maintain and enhance specialist knowledge and skills.
- Supervise and support junior occupational therapists, therapy assistants, or occupational therapy students on placement, as required and appropriate to experience and training.
- Maintain up-to-date knowledge of current best practices, research, and legislative changes in paediatric occupational therapy, SEND, and education.

Person Specification

Job Title: Specialist Paediatric Occupational Therapist (Special and AP Schools Group)

Category	Essential Criteria	Desirable Criteria
<p>Qualifications & Registration</p>	<p>Degree or Diploma in Occupational Therapy</p> <p>Current registration with the Health and Care Professions Council (HCPC).</p>	<p>Membership of the Royal College of Occupational Therapists (RCOT) and relevant specialist sections (e.g., CYP&F).</p> <p>Post-graduate training/certification in relevant specialist areas (e.g., Sensory Integration Levels 1, 2 or 3; specific assessment tools like AHA, Bayley; Autism-specific approaches).</p>
<p>Experience</p>	<p>Demonstrable post-qualification experience as an Occupational Therapist working with children and young people (0-19 years) with a range of special educational needs and disabilities (SEND), including complex needs.</p> <p>Experience of conducting specialist occupational therapy assessments and implementing evidence-based interventions for children in educational, community, or health settings.</p> <p>Experience of working collaboratively within a multidisciplinary and multi-agency team environment.</p> <p>Experience in writing detailed, professional reports, including for EHC plans or similar statutory processes.</p> <p>Experience of managing a clinical</p>	<p>Experience working directly within special school and/or Alternative Provision (AP) settings.</p> <p>Experience in providing training to school staff, parents/carers, and other professionals.</p> <p>Experience of supervising junior staff, therapy assistants, or students.</p> <p>Experience of working within a traded service model or providing consultancy to multiple external settings.</p> <p>Experience in service development, audit, or quality improvement projects.</p>

	caseload, including prioritisation and time management.	
Skills & Knowledge	<p>Specialist knowledge and application of occupational therapy theory, models of practice (e.g., PEO, MOHO, Sensory Integration theory), and evidence-based approaches relevant to children with SEND (e.g., autism, DCD, ADHD, sensory processing difficulties, physical disabilities, SEMH).</p> <p>Proficiency in a range of paediatric assessment tools (standardised and non-standardised) and strong clinical reasoning skills to inform intervention planning and goal setting.</p> <p>Excellent verbal and written communication skills, with the ability to communicate complex and sensitive information effectively and empathetically to children, families, and professionals, adapting style as appropriate.</p> <p>Strong organisational and time management skills, with the ability to manage a complex caseload autonomously, prioritise effectively, and meet deadlines.</p> <p>Sound knowledge of relevant legislation and guidance, including the SEND Code of Practice (2015), the Children and Families Act (2014), and the EHC plan process.</p> <p>Ability to work independently and as a proactive, reflective member</p>	<p>Specialist knowledge and advanced clinical skills in specific areas such as Ayres Sensory Integration®, positive behaviour support, trauma-informed practice, assistive technology, or specific therapeutic techniques (e.g., CO-OP, Alert Program®, Zones of Regulation®).</p> <p>Knowledge and experience of prescribing specialist equipment for children with physical disabilities (e.g., seating, toileting aids).</p> <p>Ability to develop and deliver engaging and effective training sessions for diverse audiences.</p> <p>Basic understanding of traded service models.</p> <p>Knowledge of outcome measures and their application in evaluating clinical effectiveness.</p>

	<p>of a team, demonstrating initiative and problem-solving skills.</p> <p>Competent IT skills for record keeping, report writing, creating resources, and communication (e.g., Microsoft Office suite).</p> <p>A thorough understanding of safeguarding principles and procedures and a commitment to promoting the welfare of children and young people.</p>	
<p>Personal Qualities</p>	<p>Passionate about supporting children and young people with SEND to achieve their potential and participate fully in life.</p> <p>Empathetic, patient, creative, and child-centred in approach.</p> <p>Flexible, adaptable, and resilient, with the ability to work effectively across different school environments and manage change.</p> <p>Proactive, self-motivated, and able to use initiative and work autonomously when required.</p> <p>Commitment to continuous professional development, reflective practice, and evidence-based practice.</p> <p>Ability to build positive, trusting, and professional relationships with children, families, colleagues, and external stakeholders.</p> <p>Commitment to equality, diversity, and non-discriminatory practice.</p> <p>Ability to remain calm and professional in challenging or</p>	<p>Innovative and resourceful in therapeutic approaches and problem-solving.</p> <p>Demonstrates leadership potential or skills.</p>

	emotive situations.	
Other Requirements	<p>Willingness and ability to travel between multiple school sites within the group and to external traded service locations as required (e.g., possession of a valid UK driving licence and access to a vehicle for work purposes, or ability to use public transport effectively across the required geographical area).</p> <p>Satisfactory enhanced Disclosure and Barring Service (DBS) check and any other relevant pre-employment checks.</p> <p>Right to work in the UK.</p>	