



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Occupational Therapist</b>
<b>Contract:</b>	<b>Full time- Term Time Only</b>
<b>Site</b>	<b>Across all schools including home tuition</b>
<b>Reporting to</b>	<b>SENCo</b>
<b>Salary</b>	<b>£31,574 to £45,184 per annum</b>
<b>Working Hours</b>	<b>8:30 AM – 16:00 PM</b>

### Vision

*We grow happy and successful young people ready for all the possibilities the world has to offer.*

Commented [AM1]: Shouldn't we bring this up to date or are we waiting for the committee meeting?

### Values

#### Community

- We put children and their families at the centre of everything we do
- We prioritise the needs of our students and adapt our teaching to meet individual learning needs
- We show understanding of students' emotional needs and take decisions in their best interests
- We are ambitious for our students, championing their potential and celebrating progress

#### Accountable

- We take responsibility for fulfilling the expectations of our role
- We are punctual and reliable in our practice
- We stick to plans, commitments and deadlines
- We bring solutions to challenges and seek support where needed

#### Excellence

- We strive to do our jobs to the highest standards
- We are open to feedback and use it to improve our practice
- We actively seek opportunities to develop ourselves
- We are inquisitive, reflective and committed to continuous improvement

#### Respect

- We treat others with dignity and professionalism at all times
- We communicate respectfully and listen to understand
- We value the ideas, experiences and contributions of others
- We recognise and celebrate the achievements of colleagues and students

#### Collaborative

- We work together as one organisation across all sites
- We share information openly and keep colleagues informed
- We offer support and work together to achieve the best outcomes
- We are open to new ideas and actively seek input from others

### Main Purpose of the role

- To provide specialist, autonomous clinical case management and carry out specialist occupational therapy assessments and interventions to meet individual student's needs; adapting practice based on individual students' or family' circumstances, EHCP requirements and outcomes with due regard for cultural and linguistic differences; to a designated caseload of students with a range of OT needs
- To have specialist clinical skills within a specific clinical area relevant to caseload at Southover Partnership School



- To provide professional guidance to staff, including suitable CPD opportunities, to support effective management and care of students with sensory and motor needs.
- To contribute to the on-going development of the Southover Partnership Therapy Team.
- To evaluate the effectiveness of occupational therapy interventions across the schools.
- To work collaboratively with all staff in order to ensure occupational therapy is integrated into curriculum planning and delivery and the student's life outside of school.

Commented [AM2]: Can we check the fonts and formatting please.

### **Core Job Functions/Responsibilities.**

#### **Clinical**

- To deliver a range of specialist, evidence-based occupational therapy intervention packages to a designated caseload at The Southover Partnership School
- To provide in-depth specialist occupational therapy assessment, reassessment, and analysis of student's profile to make reliable clinical decisions.
- Using expert clinical reasoning skills, to analyse and interpret assessment findings from both standardised and non-standardised assessments to help establish an accurate diagnosis and prognosis and formulate multi-disciplinary intervention goals. This includes being able to analyse and interpret complex clinical and social information from a range of sources e.g. medical reports, social services and education reports, and integrate it appropriately into occupational therapy assessment, therapy plans and pupil profiles.
- To develop and deliver specialist, evidence-based individual and group intervention programs for students with complex clinical, social and learning needs.
- To write clinical reports reflecting sound theoretical and clinical knowledge for Annual Reviews and/or LA/private referrals for assessment which are sufficiently robust as to stand up to external scrutiny and which include the implications of the students' difficulties with learning.
- To plan and develop the most appropriate intensive, evidence-based treatment programme to meet individual students' needs ensuring high standards of clinical care and best outcomes.
- To identify risks, complete risk assessments and implement risk management strategies
- To provide advice regarding the management of students with sensory and motor difficulties in the context of speech, language and communication needs to staff and parents/carers.
- To provide training to parents/carers to ensure therapeutic aims are being generalised to the home environment.
- To respect the individuality, values, culture, and religious diversity of clients and contribute to the provision of a service sensitive to these needs, ensuring equity of service provision
- To be responsible for ensuring that in situations whereby the duty of care of students at Southover Partnership School comes to an end that the appropriate referrals are made onwards.
- To work as a specialist, autonomous practitioner and display appropriate problem solving, analytical and judgement skills.

#### **Professional/Organisational.**

- To write up-to-date, accurate notes and reports reflecting sound clinical knowledge thereby meeting the professional standards outlined by the Royal College of Occupational Therapists and the Health and Care Professions Council.
- To generate appropriate strategies for managing own workload.

#### **Communication**

- To communicate complex clinical information from assessment and therapy to students, parent/carers, families and other external agencies in an effective, sensitive manner observing data protection and confidentiality guidelines.
- To establish and maintain effective working relationships with the parent/carers and families of a small caseload of students with occupational therapy needs.



- To establish and maintain effective working relations with educational and residential staff to ensure collaborative working practices which allows for the processes of joint target setting and joint planning for the delivery of the curriculum at Southover Partnership School
- To promote and facilitate the student voice within the school and externally and to advocate for the families and students as appropriate.
- To participate in multi-disciplinary/school wide policy development.
- To actively contribute to an ethos where the team are open to constructive feedback on performance and are positive and professional in their response to service change.
- To engage families in a professional manner in relation to changes in service delivery or policy development.
- To present effectively to a range of audiences in relation to clinical areas of expertise.

The post-holder may be required to carry out other duties at the request of SLT.

This job description is intended as an outline of the general areas of activity and will be amended in the light of the changing needs of the School. To be reviewed in conjunction with the post holder.

#### **Benefits**

- Access to Employee Assistance Programme (EAP)
- Ongoing CPD and professional development opportunities
- Opportunities for career progression within the organisation
- Wellbeing Day off

I confirm that I have read the job description, and that I have the mental and physical fitness needed, to carry out the work responsibilities outlined within the job description.

Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

The Southover Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share the same commitment. The post is subject to an Enhanced Certificate of Disclosure from the Disclosure and Barring Service and a range of other recruitment checks.

## Employee Specification

Attributes	Criteria	Rank
Education/ Qualifications	Recognised Occupational therapy qualification to practice	Essential
	Registration with the Health Care Professions Council (HCPC).	Essential
	Registration with the Royal College of Occupational Therapists.	Essential
	Sound skills in the use of information systems to support data collection and analysis.	Essential
	Knowledge of Safeguarding	Essential
	Membership of relevant clinical networks and forums	Desirable
Experience & Abilities	A minimum of two years paediatric experience working as an Occupational Therapist	Essential
	Knowledge of assessment tools and interventions relevant to the client group.	Essential
	An ability to compare and contrast relative benefits in terms of outcomes using current evidence-base.	Essential
	The ability to recognise own professional boundaries through the interpretation of clinical/professional policies.	Essential
	Experience working with children and young people with a range of occupational therapy needs e.g. sensory and motor difficulties, in the context of speech, language and communication needs.	Desirable
	Experience in contributing to EHCP's	Desirable
Analytical/ Judgement Skills	Ability to demonstrate sound analytical and reflection skills, reflecting on practice with peers and mentors to identify own strengths and development needs.	Essential
	The ability to predict/recognise potential breakdown and conflict prior to/when they occur and generate potential solutions.	Essential
	The ability to make a differential diagnosis on the basis of evidence from assessment, seeking advice as appropriate.	Essential
	Ability to prioritise key areas of intervention within a complex clinical profile.	Essential
Planning & Organising	Well-developed organisational skills to plan and prioritise workload, training sessions and to plan and organise specialist service	Essential
	Ability to cope effectively with competing demands and pressurised timescales and deadlines as required by the service on a day-to-day basis using systems of prioritisation as appropriate.	Essential
	Ability to be able to contribute to team event planning and the planning of training as required.	Essential

	Responsive to the changing demands of the service	Essential
Communication skills & Team Working	A willingness to resolve difficult situations with clients, carers and stakeholders by using well-developed communication skills.	Essential
	To demonstrate excellent spoken and written communication skills in dealing with a range of complex issues to a range of audiences including students, families and other professionals	Essential
	Ability to write comprehensive reports/programmes /information packages reflecting specialist knowledge	Essential
	To demonstrate sound written and verbal presentation skills.	Essential
	To demonstrate empathy with clients, carers, families ensuring effective communication, particularly where barriers to understanding exist.	Essential
	To demonstrate an awareness of negotiation skills in the management of conflict across a range of situations.	Essential
	To demonstrate understanding of the roles of other professionals and the principles of partnership-working with all staff working at Southover Partnership School	Essential
	To be able to actively and positively contribute to the team in developing new initiatives.	Essential