

Job Description: Occupational Therapist

Responsible to: Therapies & Family Support Manager, Lead Therapist & General Management

Salary details: OAT Grade 8, SCP 31 – 36 (Grade 6 for newly qualified postholders)

Working Hours: 37 hours per week, 39 weeks per year (term time only including training days)

Job Purpose

To provide a high quality specialist Occupational Therapy service to a caseload of children with autism and additional needs at Ormiston Kensington Queensmill Academy

Main Duties and Responsibilities

Clinical / Communication Requirements

- To manage a caseload of children and young people (CYP) with autism and be responsible for their Occupational Therapy assessment and intervention under the supervision of the Lead Therapist and Therapies Manager. This includes:
 - Providing appropriate Occupational Therapy assessment and analysing clinical and social information from a range of sources to develop an appropriate therapy plan.
 - Providing a range of direct and indirect Occupational Therapy interventions in a range of settings as appropriate to the needs of the CYP.
 - Working alongside teaching staff to ensure the delivery of individualised Occupational Therapy programmes that meet CYPs sensory needs and facilitate their development of gross and fine motor, visual perceptual/visual motor, play and daily living skills.
 - Collaborating with teachers, along with other professionals, on Education Health and Care Plan outcomes, Personal Learning Plan (PLP) goals and emotional regulation support plans.
 - Supporting access to and differentiation of school activities of CYP on caseload including:
 - Assessment for and provision of specialist equipment/aids to daily living.
 - Assessment for and provision of sensory diet equipment and programmes.
 - Assessment for and provision of equipment, resources and programmes to support the development of motor and visual perceptual skills.
 - Assessment for and provision of specialist seating.
 - Assessment and recommendations for assistive technology to support recording of work and/or access to IT.
 - Site assessment and recommendations regarding adaptation of school environment.
 - Adapting practice to meet individual needs.
 - Referring on to other services as appropriate and acting as professional lead where required.
 - Completing home visits and working closely with families, providing advice on:
 - Transferring Occupational Therapy programmes, sensory and autism strategies from school into the home setting.
 - Providing advice, adaptations and resources to support children's access to activities at home and in the community.
 - Providing training to parents.
 - Writing baseline and annual review reports reflecting knowledge of OT approaches for individuals with autism.

- To work closely with CYP, carers and families, involving them in decision-making regarding intervention approaches, sharing assessment and condition related information clearly and effectively, particularly where barriers to understanding exist.
- To demonstrate empathy with and maintain sensitivity at all times to the emotional needs of children, young people and their families when imparting complex or distressing information regarding their condition and the impact of this.
- To employ excellent communication skills to encourage students and carers to undertake therapy programmes.
- To recognize potential conflict and when it occurs and seek advice and support to resolve.
- To provide specialist advice and programmes regarding the care and management of CYP with autism.
- To use advanced clinical reasoning to review own caseload in liaison with Lead Occupational Therapist, ensuring that intervention is meeting the needs of children and their families and carers.
- To demonstrate clinical effectiveness and maintain own clinical skills in line with evidence based practice.
- To assist in the planning and initiation of new/different areas and methods of working.
- To attend educational and multidisciplinary assessments and reviews where appropriate.
- To maintain up to date and accurate case notes in line with COT professional standards.
- To provide written advice for statutory assessment of special educational needs as requested and/or to contribute to child's Education, Health and Care plan by providing a report, setting outcomes and making recommendations regarding Occupational Therapy provision.

Management and Administration

- Be an effective member of the multidisciplinary team within Ormiston Kensington Queensmill Academy, other school environments and the Occupational Therapy service.
- Attend or ensure appropriate representation for relevant meetings.
- Autonomously manage own time and prioritise demands of caseload on a day-to-day basis.
- Promote awareness of and explain the role of Occupational Therapy to colleagues, parents/carers and other services.
- Participate in regular reviews of the Occupational Therapy service within education.
- Complete administration tasks including making resources and filing.
- Have a working knowledge of relevant procedures including Safeguarding Children, SEN procedures and other relevant legislation related to the health, education and social welfare of children, young people and their families.
- Conform to the policies and practices of Ormiston Academies Trust and Ormiston Kensington Queensmill Academy.
- Be aware of and adhere to the school, Trust, local and national Child Protection procedures.
- Maintain familiarity with the Royal College of Occupational Therapy's practice and clinical guidelines and be an active member of relevant professional groups.
- Share information with others, observing information sharing and data protection guidelines.
- Be involved with research projects, audit and review of the Occupational Therapy Service as agreed by the Therapies Manager and Executive Principal of Ormiston Kensington Queensmill Academy.
- Provide evidence and information as required for OFSTED, NAS accreditation and other inspections.
- Contribute to development of information and advice for parents or carers through leaflets or on the school website.
- Carry out any other duties that may arise under the direction of the Therapies Manager and Executive Principal.

Supervision & Training

- Maintain up to date HCPC registration.
- Develop and maintain the skills and knowledge required of an Occupational Therapist working with children and young people with autism.
- Receive regular supervision to ensure clinical best practice and appropriate decision making to promote learning through experience, this includes participation in individual performance review.
- Identify personal/professional development evidenced by Personal Development Plan developed within Ormiston Academies Trust performance management framework, including setting realistic objectives related to professional specialism.
- Maintain CPD by attending relevant courses and meetings and by reading appropriate literature.
- Share new information with and provide training feedback to other staff.
- Participate in the in-service training sessions.

- Demonstrate the ability to reflect on practice with peers and mentors and identify own development needs.
- Reflect on and evaluate training provided.
- Assist in developing and implementing evidence based practice and outcomes measures.
- Act as a source of expertise and advice regarding Occupational Therapy practice within OKQA.
- Contribute to the planning and delivery of specialist training packages to OKQA staff, parents/carers. Training to be adapted appropriately to meet the needs of course participants.
- Contribute to the clinical training of Occupational Therapy undergraduates, when required, according to guidelines provided by the higher education institutes.
- Ensure school staff are aware of safeguarding, child protection and health and safety issues related to using Occupational Therapy approaches and equipment by contributing to development and sharing of training policies and risk assessments.

Environment

- Work in Ormiston Kensington Queensmill Academy, other Trust settings, nurseries and schools, using public transport when necessary.
- Assist the school in ensuring OT equipment and resources are appropriate to needs.
- Have due regard for your own personal safety and that of children and young people and their parents/carers. In particular, to have regard to moving and handling policies, restraining policies and ensure the safe positioning of self and others.
- Be flexible to the demands of the environment including deadlines and frequent interruptions.
- Be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained.
- Comply with relevant legislation, H&F Education department and guidelines relating to variety of work environments
- Ensure that all persons using the aids and equipment issued to them understand their function as well as appreciate their responsibility.

This is a description of the duties of the post as it is at present. This is not intended to be exhaustive and does not, therefore, form part of your contract of employment. The job will be reviewed on a regular basis in order to ensure that the duties meet the requirements of the service and to make any changes necessary. This procedure will be conducted by each manager in consultation with those working directly with him/her. You will, therefore, be expected to participate fully in such discussions.

Location

The postholder will be expected to work at any trust establishment at any time throughout the duration of his/her contract.

Equal Opportunities

It is the aim of the trust to ensure that no job applicant or employee receives less favourable treatment on grounds of gender, marital status, religion, race, colour, sexual orientation, nationality, ethnic or national origins, or on the grounds of disability. Selection for training, development and promotion will be on the basis of an individual's ability to meet the requirements of the job.

Dignity at Work

All staff should treat other staff, patients and the public with dignity and respect.

Personal/Professional Development Planning

All staff should have a personal development plan and in conjunction with their manager, should actively determine and pursue agreed training and development needs and opportunities.

Confidentiality

The post holder must at all times maintain the complete confidentiality of the material and information that they handle.

Person Specification

FACTORS	ESSENTIAL	DESIRABLE
Education/ Qualifications	<ul style="list-style-type: none"> • Degree or equivalent Diploma in Occupational Therapy. • Registration with the Health and Care Professions Council (HCPC). • Registered member of College of Occupational Therapists. 	<ul style="list-style-type: none"> • Member of professional body; COTSS:CYPF, SINET. • Attendance at workshops/seminars in paediatric OT. • Completion of Sensory Integration Network Training. • Training in working with individuals with autism and/or learning disabilities.
Experience	<ul style="list-style-type: none"> • An up to date professional portfolio demonstrating reflective learning. • Experience of working with individuals with autism and/or learning disabilities and/or with children in an education, health or care setting. • Experience of working with a multidisciplinary team. • An understanding of cultural differences and their impact on OT provision. • Experience of psychosocial aspects of working with families of children with severe disabilities. • Experience providing specialist advice and training/teaching/presenting formally and informally to students, other professionals or parents and carers. • Experience of planning and running groups. 	<ul style="list-style-type: none"> • Specific experience of working within a Special Needs School. • Experience managing complex cases using clinical reasoning and evidence based practice. • Direct experience or involvement with the research process. • Experience of initiation or involvement in service development/projects. • Experience of providing training. • Experience of working in a multi-cultural environment. • Experience of working with autistic children and young people and of using neurodiversity affirming approaches and strategies. • Experience of provision of specialist comprehensive written information to parents and other professionals including Education Health and Care Plans.
Knowledge	<ul style="list-style-type: none"> • Comprehensive knowledge of the developmental stages of children and young people. • Knowledge autism, how this impacts on learning, evidence-based strategies and approaches. • Knowledge of Occupational Therapy theory and practice relevant to working with children with special needs and their families. • Knowledge of the role and boundaries of the OT within the multidisciplinary team. • Sound awareness of the psychological and social factors of dysfunction and disability. 	<ul style="list-style-type: none"> • Knowledge of Educational Legislation and the National Curriculum
Skills/Aptitudes	<ul style="list-style-type: none"> • Ability to present information clearly, in person and on paper. • Ability to work independently and collaboratively in a team, with a range of 	<ul style="list-style-type: none"> • Skills in Occupational Therapy assessment of sensory processing and motor skills.

	<p>professionals and statutory bodies.</p> <ul style="list-style-type: none"> • Ability to reflect on clinical practice and experience • Ability to undertake physical activity involved with therapeutic handling of children and young people on caseload including equipment adjustments and manual handling. • Clear and concise written skills with competency in IT skills for reports, advice/activity suggestions and internet use to access Occupational Therapy related information. • Ability to communicate clearly and sensitively with parents, carers and professionals. • Ability to recognise and manage difference of opinion in both student related and inter-professional situations. • Ability to think creatively. • Ability to use clinical and ethical reasoning skills to analyse and interpret assessment findings, plan and evaluate intervention programmes. • Ability to plan and prioritise incoming workload. 	<ul style="list-style-type: none"> • Skills in providing Occupational Therapy intervention to address sensory processing and motor skill difficulties. • Skills in contributing to holistic, person-centred plans to support emotional regulation.
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