

OT

Occupation Therapist

# Job Description & Person Specification



**Approved by:** Jayson Rawlings

**Last reviewed on:** September 2026

**Next review due by:** September 2027

**Title:** Occupation Therapist

**Salary:** £37,968 - £50 624

Renaissance Education 2026

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**Hours/Basis:**

40 hours per week – 39 weeks (Non-term time hours are flexible)

**Time:** 0800-1630 hours

**\*\* We are able to consider full or part time hours, anywhere between 3-5 days per week \*\***

**Contract type:** Permanent

**Reporting to:**

Headteacher

Clinical Lead

**Purpose & Objective**

We are looking for a compassionate and nurturing Specialist Occupation Therapist to join our experienced Multidisciplinary Clinical Team, To provide a high standard of occupational therapy assessment and intervention to children and young people, including advice and training to relevant parents, carers and professionals in line with proposed treatment plans.

At the heart of your work will be a commitment to understanding each child as an individual, adapting your interventions to suit their needs and preferences. Whether in the therapy room or beyond, your practice will be rooted in kindness, flexibility, and a deep belief in the potential of every child. You will develop child-centred, creative approaches to therapy that encourage engagement and connection, especially with children and young people who may be hard to reach or present with challenging behaviours.

**Key Responsibilities**

- Ensure the needs and views of our children and young people are at the heart of everything we do: offering evidence based, holistic and child-centred assessments and interventions across the Three Waves of Intervention and in line with the REG Therapeutic Focus Model.
- Contribute to MDT discussions around OT, taking into account theoretical and therapeutic models and highly complex factors concerning historical and developmental processes that have shaped the child or family group.
- Develop and implement evidence-based interventions to support students' emotional and behavioural well-being.
- Provide one-on-one and/or group intervention as appropriate and will work closely with families and outside agencies to ensure that therapy is appropriate to children's needs.
- To work autonomously and manage a caseload of children with complex needs, autistic spectrum conditions, sensory needs and attachment difficulties that are placed within the specialist education setting.
- To lead in the assessment and treatment of children and young people at the school, including assessment and provision of equipment where required, liaise effectively with multi-disciplinary colleagues and to maintain associate records in line with professional code of conduct.
- To support the Group Head of Operations by taking a lead role in further developing the provision and integration of occupational therapy services at the School
- To take a lead role in the teaching other members of the multi-disciplinary team on relevant aspects of occupational therapy care.
- Maintain up to date knowledge of legislation, national and local policies and issues in relation to the specific client group.

## **Main Roles and Responsibilities**

### **1.Clinical**

- 1.1) Be professionally and legally accountable and responsible for all aspects of your own work including the management of young people in your care
- 1.2) To undertake autonomous assessment of children with a wide range of additional needs, including autistic spectrum conditions, sensory and attachment difficulties within the setting a specialist residential school.
- 1.3) To analyse and interpret assessments to recommend and deliver the best course of intervention for each child
- 1.4) Support individual development and care plans and assist individuals in accordance with their needs and wishes, particularly their activities of daily living, self-care, productivity and leisure occupations.
- 1.5) To formulate, evaluate and review individualised occupational therapy treatment plans, using clinical reasoning skills and utilising a wide range of treatment options to formulate a specialised programme of care.
- 1.6) To demonstrate sound understanding of clinical governance and clinical risk and to demonstrate the use of treatment plans with an evidence-based link.
- 1.7) To be responsible for the maintenance of accurate written records in line with professional code of conduct.
- 1.8) Maintain and update professional expertise and competence in line with requirements of continued professional development, analysing current research and discussing and implementing changes in clinical practice accordingly.
- 1.9) To use specialist knowledge to liaise with and refer on to other healthcare discipline when appropriate.
- 1.10) To be highly competent in assessing a wide range of conditions experienced by children with complex needs based on advance theoretical knowledge of anatomy, physiology and pathology, often in situations where conflicting evidence is present
- 1.11) To undertake any other duties as may be deemed necessary including the delivery of our Mindworks programme
- 1.12) To keep up to date with SEN reforms in order to take an active part in the EHCP transfer/development process as required.
- 1.13) Attend appropriate reviews and team meetings, promoting our culture of joint working with other disciplines and outside agencies.
- 1.14) Advice and work with colleagues and Senior Leaders in regard to support plans and issues arising that relate to occupational therapy
- 1.15) Provide an occupational therapy service, which is run in an efficient manner so that young people's needs are met effectively.

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1.16) To ensure confidentiality at all times, only releasing confidential information obtained during the course of employment to those acting in an official capacity in accordance with the provisions of the data protection act and its amendments.

## **2. Service Development**

2.1) Provide occupational therapy training, support and advice to members of the multidisciplinary teams.

2.2) Where appropriate, to be involved in service planning exercises, recruitment, retention, and service improvement projects

2.3) To be responsible for ensuring that quality standards and effectiveness of patient care are continually improved

2.4) To propose policy changes concerning the occupational therapy management of the client group.

2.5) To work with the Group Head of Operations in developing the strategic and operational management of the occupational therapy service across the school.

## **3. Physical Resources**

3.1) To be responsible for equipment used in carrying out occupational therapy duties, including the competent and safe use of equipment by other designated team member's, patients and carers.

3.2) To ensure that all equipment defects, accidents and complaints are reported to the relevant manager immediately and that appropriate action is taken by those concerned.

3.3) To maintain a record of occupational therapy equipment and manage the resources on a day-to-day basis.

### **All Staff:**

#### **Reflection and Innovation**

- Champions best practice and securing brilliant outcomes for all students regardless of background.
- Continually reflects and assesses progress towards targets, and explores creative strategies, to strengthen the impact of provision.
- Develops strong relationships with colleagues in local and national networks to improve academic and social outcomes for all students.
- Inspires and influences others to believe in the fundamental importance of education in young people's lives and to promote the value of education

### **Other duties and responsibilities**

All staff are expected to:

- follow the School's Safeguarding policy and procedures, to ensure the well-being of all students in their care is their highest priority.
- actively support the ethos of the School.
- contribute to the extra-curricular provision in the School.
- undertake any other duty deemed reasonable by the Headteacher

### **Community**

Promote and model excellent relationships with parents and carers through our community offer. Ensure the relationships are based on mutually supportive partnerships to improve pupils' learning, engagement, and achievement. Develop the students interactions and exposure to the community. Support the schools commitment to a community school and make links with community events, projects and opportunities. Develop relationships with local schools, both mainstream and specialist to promote positive opportunities for students

### **Professional development**

- Take part in the school's appraisal procedures
- Participating in arrangements for further training and professional development as appropriate, including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.
- Complete yearly PRICE, Positive Behaviour Support Training successfully.
- Where appropriate, take part in the appraisal and professional development of others
- Maintain professional registration and ensure compliance with relevant professional standards required for your role (e.g. HCPC, BPS).

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

### **Review and Amendments**

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

### **Complaints**

If, following review and amendment, agreement is not reached, the appropriate procedures as adopted by the governing body/executive team should be used for the settling of any disputes.

### **Safeguarding Statement**

The Occupation Therapist will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. All staff are required to report all safeguarding concerns to the DSL and record these on MyConcern in line with the schools Child Protection Policy.

### **Context, Effort and Environment**

The post-holder will deal with significant volumes of work requiring extensive periods of concentration

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within a work pattern and environment which may be unpredictable. The post- holder may be exposed to sensitive, emotional and distressing patient-related issues.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager. The job description will be reviewed on an annual basis. In addition, it may be amended at any time, after consultation with you.

# Person specification

## Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise;

C= Certificates

CRITERIA	QUALITIES	MOA
<b>Qualifications and training</b>	<p><b>Essential</b>            HCPC Registration            Diploma/Degree in Occupational Therapy            Member of RCOT</p> <p><b>Desirable</b>            Recognised post-graduate qualification e.g. relevant MSc or equivalent            Sensory Integration Training            Member of RCOT CYPF SS</p>	A.F/I/C
<b>Experience</b>	<p>Previous experience in an occupational therapy role            Experience of working with people with a range of needs including developmental trauma; neurodiversity and Special Educational Needs            Knowledge of the management of children who have autistic spectrum conditions, sensory needs and attachment difficulties, including evidence based strategies.            Knowledge and experience of a wide range of approaches to the management of children by advanced clinical reasoning            Ability to relate to children and young people with learning and other disabilities            Experience of Multi-disciplinary team and multi-agency working            Understanding of confidentiality and safeguarding arrangements            Experience of preparing complex reports            Experience of using sensory strategies to support children and young people.</p>	AF/I/T
<b>Skills/ Abilities/ Knowledge</b>	<p>Fluent in written and oral English with the ability to communicate complex/contentious information in a clear and logical manner to a range of audiences            e.g. service users, carers, and professionals.            Remain updated with professional practice and new research            Demonstrates and understanding of the legal responsibilities of the profession            Ability to organise and prioritise own workload and to delegate appropriately            Ability to work within a multi/interdisciplinary team and set and work towards team goals            Willingness to lead staff training            Understanding of clinical governance and the implications for physiotherapy            Awareness of skill mix and service needs            Ability to keep legible and accurate notes in line with professional recording keeping            Ability to cope with working in a stressful and unpredictable working environment</p>	
<b>Personal Qualities</b>	<p>Excellent communication skills            Flexibility and resilient            Good organisational skills, time management and ability to work under pressure.            Ability to travel between locations            Ability to work as a member of a team            Readiness to seek help &amp; support to manage professional issues and problems            High level of motivation and commitment            Full UK driving licence</p>	

<p><b>Other</b></p>	<p>A commitment to improving opportunities for those with SEND including families and the community</p> <p>High Level of Mental and Physical Stamina</p> <p>Physically fit and able to comply with manual handling guidelines</p> <p>Commitment to own continuous professional development</p> <p>Commitment to Equal Opportunities</p> <p>Excellent references regarding performance as an OT</p> <p>Willing to support at other schools in the company</p> <p>Able to demonstrate suitability to work with children. This will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline.</p> <p>Enhanced Disclosure</p>	<p>A.F./C &amp; I</p>
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**This job description is not an exhaustive document but is a reflection of the current position. Details and emphasis may change in line with service needs after consultation with the post holder.**

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**This role is subject to references and an enhanced DBS check.**

**Declaration**

I \_\_\_\_\_ (Insert Full Name) have received, reviewed and fully understand the job description for the Occupation Therapist position at Renaissance Education.

I further understand that I am responsible for the satisfactory execution of the essential functions described there in under any and all conditions described.

Employee Name (Please print full name) \_\_\_\_\_

Employee Signature \_\_\_\_\_ Dated \_\_\_\_\_

Headteacher/line manager \_\_\_\_\_ Dated \_\_\_\_\_