**NORTHUMBERLAND COUNTY COUNCIL**

 **JOB DESCRIPTION**

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|  **Post Title: Occupational Therapist**  | **Director/Service/Sector:** Schools | **Office Use**  |
| **Band: Proposed Band 8 pts 29-33 (equivalent to NHS Band 6 )** | **Workplace:** Cleaswell Hill School |  S1542 |
| **Responsible to:** Lead Therapist | **Date:** April 2021 | **Manager Level:**  |
| **Responsible for:** Delivering best practice in Occupational Therapy within a multi-disciplinary, integrated education and therapy approach in school. |
| **Job Purpose:** To provide exemplary occupational therapy intervention to children with a wide range of complex needs within school. The role will include working with children with Autism to optimise their sensory and emotional regulation, independence in activities of daily living, fine and gross motor skills and access to learning. |
| **Resources** Staff  |  To supervise less experienced therapists, occupational therapy assistants and students. To collaborate closely with others within a multi-disciplinary approach and provide training and advise to school staff and parents/carers. |
| Finance  | To support the Lead Therapist in identifying priorities for the therapy budget (e.g. resources and training) and adhere to procurement protocols. |
| Physical  | To effectively manage specialist therapy equipment including sensory integration resources, fine motor resources, standardised assessments and assistive equipment.To effectively organise own timetable and interventions, working as part of a team to optimise effective use of spaces within school.To act flexibility according to the demands of the role within a dynamic school environment. |
| Clients  | To work positively and effectively with others; Internal (Teachers, Other Staff, Pupils, Governors) and External (Parents, Contractors, Visitors, Members of the Public, Local Authority and Government Agencies)  |

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| Occupational therapists in the UK must be registered with the Health & Care Professions Council (HCPC). Successful completion of a Health & Care Professionals Council (HCPC) approved and accredited programme at undergraduate or graduate level is an essential pre-requisite of the post. The post holder is expected to maintain professional accountability and work within the RCOT ‘Code of Ethics and Professional Conduct’ and the HCPC ‘Standards of Conduct, Performance and Ethics’.The post is equivalent to that of a NHS Band 6 Occupational Therapist and salary is based upon APT&C terms and conditions. **Job Purpose**: * To deliver best practice in occupational therapy, within a multi-disciplinary, integrated education and therapy approach at Cleaswell Hill School.
* To provide supervision and training for other members of staff and work as an appraiser within the context of the school’s performance management policy.
* To proactively collaborate with the lead therapist, other therapists and school staff to ensure school based therapy services are meeting the needs of the children at Cleaswell Hill within the context of EHCP targets.
* To work efficiently and positively with NHS therapists and private therapists who provide services to Cleaswell Hill to ensure therapy services operate smoothly and effectively, to optimise pupil outcomes.
* To work collaboratively to set SMART (Specific, Measureable, Attainable, Relevant, Time-based) goals for each child, design interventions which reflect child-centred practice and evaluate outcomes to inform future intervention; information regarding progress in pupil outcomes must be accurate and accountable within the school’s assessment data.
* To work closely and collaboratively with parents/carers, and external agencies, to identify priorities for occupational therapy intervention and improve outcomes for the child and family.
* To support a strong culture of safeguarding in all aspects of the school’s work
* To support an outward facing culture, engaging with therapists and educational professionals working in different settings, as part of a network of SEND professionals who are focused on driving standards of best practice and outstanding outcomes for children at Cleaswell Hill School.

Main duties:**Clinical Skills;*** To effectively manage an occupational therapy caseload in school, providing best practice in OT, working collaboratively with parents/carers, school staff and external agencies.
* To skilfully select and apply occupational therapy assessments for children, accurately interpreting information through effective clinical reasoning in order to design individualised, child-centred interventions.
* To engage in continuing professional development and provide therapy interventions in accordance with current evidence-based practice.
* To share innovations in occupational therapy, further developing best practice within the integrated therapy approach.
* To demonstrate the ability to critically evaluate current research and apply to practice, sharing good practice with colleagues.
* To work collaboratively with teachers, therapists and teaching assistants to formulate appropriate SMART targets, addressing priorities highlighted within the child’s Educational Health and Care Plan (EHCP) and beyond, to optimise pupil outcomes in cognition and learning, communication and interaction, social and emotional, sensory and physical, self-care and independence.
* To skilfully support staff to select and carefully grade purposeful activities for children to optimise their engagement in learning, sensory processing, physical skill development and enjoyment.
* To provide education and share therapy techniques with parents and school staff to optimise progress and generalisation of skill development and learning in all contexts.
* To maintain accurate and contemporaneous records and provide reports/written information of a consistently high quality.

 * To monitor, evaluate and modify interventions in order to optimise progress and outcomes.
* To plan, implement and evaluate group interventions, as appropriate.
* To assess and identify specialised equipment to improve independence in learning and independence tasks (e.g. assistive equipment, use of technology)
* To conduct assessment of sensory processing and provide individualised sensory strategies, which includes training to school staff and parents/carers to ensure the appropriate use of strategies and equipment.
* To demonstrate skills in working with students with complex disabilities, including physical disabilities, autistic spectrum conditions and challenging behaviour.
* To work in collaboration with other therapists and school staff, to address postural needs, moving and handling, personal care needs and eating/drinking and contribute to individualised plans, as necessary.
* To provide skilled supervision to less experienced occupational therapists and OT assistants to share clinical expertise, identify areas for training/education, provide support with caseload management and professional development.
* To provide clinical supervision to occupational therapy students and engage in training required for the role of clinical educator.
* To contribute to the evaluation of occupational therapy needs across school and working with senior leaders to prioritise actions for the school improvement strategy.
* To demonstrate a working knowledge of current legislation relation to education e.g. Code of Practice and EHC plans.
* To act in a manner that respects equality and diversity, displaying non-discriminatory behaviours in relation to culture, ethnicity, race, gender, sexuality, disability and age, as set out in professional Codes of Conduct.

**Organisational Skills*** To manage own time, workload and priorities, including meeting deadlines for reports and other administrative tasks.
* To participate in the recruitment of occupational therapists and assistants.
* To facilitate and support student occupational therapy placements.
* To participate in the supervision and appraisal process, in the role of supervisor (less experienced therapists and OT assistants) and supervisee.
* To identify areas for service improvement as they arise, liaising with the lead therapist to contribute to the continuing development of integrated therapy at Cleaswell Hill.
* To understand and adhere to childrens’ individual plans (e.g. moving and handling).
* To contribute to risk assessment plans in collaboration with the multi-disciplinary team.
* To monitor the condition of equipment to ensure safety and request new stock as required, following school protocol for ordering.
* To demonstrate initiative, strong work ethic, and the ability to positively interact and collaborate in a team sharing the strong personalised approach to learning for pupils.
* To attend staff meetings, in-service training, and continuing professional development courses as appropriate or required.
* To maintain a Continuing Professional Development portfolio, as a requirement of the RCOT and HCPC.

**Communication and Relationships*** To role model compassionate and inclusive communication, which engages, enables and empowers others.
* To demonstrate exemplary team working within school and across organisational boundaries.
* To demonstrate excellent communication and negotiation skills and demonstrate them consistently.
* To recognise potential conflict and communication breakdown and address issues immediately, seeking help if required.
* To address initial complaints sensitively, avoiding escalation and seeking support from the clinical supervisor/lead therapist if the situation cannot be easily resolved.
* To communicate complex and sensitive information with families/carers and colleagues with tact and empathy
* To provide information in a manner which can be understood by the family/carer and child.
* To collaborate with parents/carers to ensure they understand the reasons and benefits of occupational therapy intervention and ensure informed consent.
* To handle and exchange complex and/or contentious information with care and sensitivity maintaining confidentiality at all times.
* To share knowledge and skills with other members of the multidisciplinary team, to optimise positive outcomes for children and young people.
* To attend and contribute to clinical case meetings/educational annual reviews providing specialist advice and information**.**

**This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager. This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.****General Responsibilities** 1. Be aware of and comply with policies and procedures relating to relating to safeguarding of children/vulnerable adults, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Be aware of and support difference and ensure equal opportunities for all.
3. Contribute to the development and implementation of the overall ethos/work/aims of the school.
4. Develop constructive relationships and communicate with other agencies/professionals.
5. Participate in training and other learning activities and performance development as required.
6. Recognise own strengths and areas of expertise and use these to advise and support others.
7. To undertake other duties and responsibilities that can be reasonably expected of and are relevant to the level and nature of the post.
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| **Work Arrangements** |
| Transport requirements: Working patterns:  Working conditions: | Required to use own transport to travel to locations within and out-with the County for the purposes of the role. Full year. Mainly working directly with children on an individual or small group basis within a range of contexts. Office based working when writing OT notes and reports, preparing therapy materials, making phone calls or completing other administration duties. |

**Northumberland County Council**

**PERSON SPECIFICATION**

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| **Post Title:**  **Occupational Therapist** | **Director/Service/Sector: Schools** | **Ref:**  |
| **Essential:** Occupational therapists in the UK must be registered with the Health & Care Professions Council (HCPC). Successful completion of an accredited programme at undergraduate or graduate level is an essential pre-requisite of the post. The post holder is expected to maintain professional accountability and work within the RCOT Code of Ethics and Professional Conduct. | **Desirable:** Previous experience of working as an occupational therapist within a Special Educational Needs School. | **Assess by****App**  |
| **Knowledge and Qualifications**  |  |
| **Essential Qualifications*** Qualified Therapist Status.

**Essential Knowledge, Skills and Experience*** Evidence of demonstrating highly effective occupational therapy delivery with children.
* Awareness of current therapy innovations in occupational therapy relevant to the post.
* Ability to plan, organise and manage own workload and to demonstrate the required maturity, initiative, flexibility and professionalism to work independently and under own initiative including when under pressure.
* Knowledge and skills in conducting a range of standardised assessments with children.
* An understanding of interventions and strategies required for children with physical and developmental difficulties.
* Significant knowledge, skills and experience in the area of Autism Spectrum Conditions and Sensory Processing Disorder.
* Experience and willingness to work with young people with challenging behaviour.
* Post registration training in Sensory Integration Module 1.
* Post registration training in the SCERTS model.
* Documented evidence of continuing professional development 24 months post registration.
* Knowledge of current best practice in occupational therapy for children.
* The ability and willingness to provide in-service training and training to parents/carers.
* The ability and willingness to work as a Clinical Educator for student OTs.
* Excellent supervisory skills.
* The ability to facilitate group work.
* Ability to analyse professional and ethical issues.
* Computer literacy
* Ability to apply guidance relating to relevant legislation.
* Ability to reflect and appraise own performance.
* Knowledge of safeguarding and a dedicated approach to keeping children safe within a SEND provision.
* An understanding of what constitutes a high level of professional and ethical standards.
* Excellent oral and written communication skills and experience of working effectively within multi-disciplinary teams.
* A commitment to their own continued professional development and a strong will to support the school community in developing therapeutic strategies to ensure evidenced based best outcomes for children and young people.
 | * Sensory Integration Module 2
* Training or postgraduate qualification in Autism and/or developmental disorders.
* Knowledge of research techniques and experience in undertaking research and audit.
* Evidence of effective training and facilitation skills.
* Knowledge of current relevant legislation and the impact this could have on an SEND school provision.
* Completion of Clinical Educator’s Course.
 | **App****App/Int****Ref/App****Ref/App****App****/Int** **App** |
| **Other**  |  |  |
|  * Willingness to participate in continuing professional development, including completion of courses that involve accreditation.
* DBS Disclosure
 |  Evidence of learning beyond the work place  |  |