

JOB PROFILE

Department:	Therapy	
Job title:	Paediatric Occupational Therapist	
Reports to:	Clinical Lead for Occupational Therapy	
Responsible for:	Occupational Therapy	
Level/Grade:	Hours of work: Full time	Salary Scale: FTE £24,646 - £34,414

Job Purpose:

To deliver Occupational Therapy across the waking day curriculum using the wave provision of universal, targeted and specialist levels within a multi-disciplinary blended approach to improve outcomes for pupils.

Job Description

Key Accountabilities:

- To be responsible for the Occupational Therapy provision across the waking day curriculum.
- To be accountable as a member of a multi-disciplinary team for pupil outcomes.
- To be responsible for maintaining and improving school standards
- To ensure that pupils have the fullest possible access to the whole curriculum
- To aim to ensure pupils achieve their full potential
- To further the holistic development of the pupil including functional life skills

Main Duties and Activities

To operate under the direction of the Head of Education to carry out professional duties in accordance with requirements of the Trust and to be responsible for:

Pupil related:

1. To manage and prioritise a complex and specialist caseload, accessing supervision within an individual performance review framework, and to map the therapy provision for clinical, social and learning needs for pupils and students.
2. To work collaboratively with colleagues using the wave model of universal, targeted and specialist levels
3. To contribute to the development and implementation of treatment for pupils using the wave provision model, differentiating the work according to individual pupils' changing needs.
4. To demonstrate a high level of clinical effectiveness by use of evidence based practice and outcome measures and participate in the development of guidelines informed by evidence for clinical specialism.
5. To demonstrate knowledge and experience of Sensory Integration difficulties in school aged children.
6. To use clinical reasoning skills to analyse and interpret complex assessment findings from both standardised and non-standardised assessments in order to establish an accurate diagnosis and

prognosis and to formulate appropriate therapy goals and making onward referrals to external agencies as appropriate.

7. To contribute to the assessment of pupils on admission using formal assessment and clinical observation, interpreting, evaluating and explaining the relevance of assessment outcomes in order to establish the nature of the pupils' difficulties in relation to their performance.
8. To maintain contemporaneous and accurate case notes in line with professional standards and school policy. Due to the sensitive information, distribution of information must be carefully managed.
9. To provide and monitor therapy programmes delivered by other members of school staff.
10. To work on challenging behaviour resulting from poor social understanding or sensory difficulties by supporting the pupil in understanding why problems / difficulties have occurred, to liaise with staff and to support pupils through process of repairing communication breakdown in line with school policy.
11. To attend and contribute to pupil's annual reviews where requested and appropriate, providing reports for annual and interim reviews reflecting highly specialist knowledge.
12. To provide end of term reports for parents, and other reports as required.

Department and school related:

13. To support dissemination of specialist knowledge to the wider staff group and parents through training, case conferences, seminars and informal meetings.
14. To work collaboratively within the school environment with other therapists, education, nursing and care staff and other professionals who are involved with the pupils.
15. To contribute to the clinical discussion and the management of individual pupils within the therapy, care and teaching teams across the waking day curriculum and within the wave model of blended provision.
16. To communicate clinical observations and assessment of complex specific learning difficulties to parents, carers and relevant professionals.
17. To attend and contribute to staff meetings.
18. To attend Parent Afternoons, Open Days and other events as requested by the Head Teacher.
19. To contribute to the development of the therapy objectives and projects across the Trust to further promote effective practice within an educational setting, including clinical audit, as directed by Therapy Co-ordinator.
20. To liaise with and work collaboratively with colleagues in other Trust schools, meeting together at least once a term.
21. To assume delegated tasks as requested by the Head Teacher including participating in working groups, policy development groups etc. across the Trust.
22. To contribute to the whole school development by providing input into curriculum planning and initiatives for change as directed by the Senior Leadership Team.
23. To undertake any other duties that may be required which are consistent with the grade and responsibility of the post
24. ICT skills are required for aspects of therapy and training. This includes modification of materials and production of individualised therapy materials and training packages and presentations for staff and parents.

Person Specification		
Criteria		
<i>Key - Essential = E, Desirable = D, Assessed by Interview – I, Assessed by Application Form = A</i>		
Qualifications and Training		
<ul style="list-style-type: none"> Degree in Occupational Therapy or equivalent with licence to practice 	E	A
<ul style="list-style-type: none"> Member of the College of Occupational Therapists, 	E	A
<ul style="list-style-type: none"> Member of the Health Care Professions Council (HCPC) 	E	A
<ul style="list-style-type: none"> Post-graduate qualification and experience in Sensory Integration, Levels 1 & 2 	E	A
<ul style="list-style-type: none"> Completion of “Is it Sensory or Behaviour?” course (Murray, Slutsky & Paris) 	D	A
Knowledge and Experience		
<ul style="list-style-type: none"> At least three years post registration experience with least two years in a Paediatric Therapy discipline 	E	A
<ul style="list-style-type: none"> Clinical experience including individual and group work 	E	A
<ul style="list-style-type: none"> Experience of working as part of a multi-disciplinary team 	A	A
<ul style="list-style-type: none"> Experience of working within an educational environment 	D	A
<ul style="list-style-type: none"> Experience of working with school aged children with complex learning difficulties 	D	A
<ul style="list-style-type: none"> Experience of working with ASD/SLCN pupils with challenging behaviour 	D	A
<ul style="list-style-type: none"> Understanding of the role of therapeutic intervention within a special school 	E	I
<ul style="list-style-type: none"> Experience of supervising/teaching staff/students/volunteers 	D	A/I
<ul style="list-style-type: none"> Knowledge of the National Curriculum across all Key Stages 	D	I
<ul style="list-style-type: none"> Knowledge and understanding of a contextual, ‘blended’ Waking Day Curriculum 	D	I
<ul style="list-style-type: none"> Knowledge and understanding of a Needs-Led Curriculum 	D	I
<ul style="list-style-type: none"> Understanding the roles of other professionals relevant to the client group 	D	I
<ul style="list-style-type: none"> Knowledge of national policies and procedures relevant to client group 	D	I
Skills and Abilities		
<ul style="list-style-type: none"> Understanding of wide range of physical, perceptual and sensory difficulties associated with ASD, SLCN and associated behaviours 	E	I
<ul style="list-style-type: none"> Knowledge of a range of standardised and functional assessment tools relevant to client group 	E	I
<ul style="list-style-type: none"> Knowledge of a range of therapeutic interventions relevant to the client group 	D	I
<ul style="list-style-type: none"> Sound knowledge of the standards of record keeping 	E	I
<ul style="list-style-type: none"> Knowledge of the principles of clinical governance/audit and ability to operate within them 	E	I
<ul style="list-style-type: none"> Can demonstrate highly developed auditory and perceptual skills for the assessment, diagnosis and treatment of pupil clients. 	E	I
<ul style="list-style-type: none"> An understanding of the management of conflict across a range of challenging situations. 	E	I
Personal Attributes		
<ul style="list-style-type: none"> Maturity and confidence 	E	I
<ul style="list-style-type: none"> Genuine commitment to multi-disciplinary ‘blended’ provision and collaboration with all members of the Education team 	E	I
<ul style="list-style-type: none"> Genuine commitment to the ethos and work of the RADIUS Trust 	E	I
Date produced: February 2015		