**Lead Occupational Therapist**

# JOB DESCRIPTION

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|  | **Job Title** | Lead Occupational Therapist |
| **Trust** | Compass Learning Partnership |
| **Grade** | GLPC Scale Points 43 to 46 plus Special School Allowance |
| **Reports to** | Therapy Lead / Senior Leadership Team |
| **Staffing Responsibility** | Occupational Therapy Band 5 / 6 / Assistants |

#### JOB SUMMARY

* The role of the Band 7 is to support the Therapy Team lead to provide clinical leadership, supervision and management of the Occupational Therapy team. As part of the integrated, multi-disciplinary therapy team at The Village School, the occupational therapy service promotes participation and function of children and young people within the school and the wider community.
* The post-holder will also be responsible for delivering highly specialist, evidence-based and outcome focused occupational therapy to support the needs of the children and young people across the school. They will be required to support the development of the skills of the junior Occupational Therapists for the provision of a high standard of occupational therapy assessment, intervention and advice to children, young people and their families accessing the service.
* Occupational therapy assessment and intervention take place at the school or in a clinic environment as appropriate.

**DUTIES AND RESPONSIBILITIES**

**CLINICAL**

1. To take a specialist role (within their discipline) and autonomously manage a caseload of children with complex neurodevelopmental disabilities, physical disabilities and sensory impairments who are placed within a specialist education setting for children with physical and sensory impairment.
2. To be responsible for the delivery of a holistic and occupationally based service for children with multi-sensory impairment and complex learning and communication disorders, integrating working practice with education staff and the wider multi-disciplinary team.
3. To undertake the highly specialist assessment of children and young people with a wide range of neurodevelopmental disabilities and subsequent additional needs within your chosen discipline. This may include the assessment of children with complex physical disabilities, intellectual disabilities, social communication difficulties and sensory impairments.
4. To lead in the advanced assessment of children and young people with complex additional needs, with consideration of the impact of their difficulties on their functional abilities and wider participation. This may include assessment and provision of specialist equipment that supports engagement.
5. To manage and provide high quality, evidence based occupational therapy provision for children and young people, in partnership with other members of the multi-disciplinary team and education services
6. To ensure that individual children / young people’s postural needs are regularly reviewed and reassessed as required. This will require the ability to work jointly and flexibly with colleagues as appropriate.
7. To utilise child / young person reported and standardised outcome measures as appropriate in order to promote meaningful occupational engagement and demonstrate changes in occupational performance
8. To liaise effectively with multi-disciplinary colleagues identifying the scope and role of occupational therapy for individual children and young people within the school. This will involve identification of opportunities for interdisciplinary and transdisciplinary working as appropriate to maximise the effectiveness of interventions
9. To work jointly with families and carers of children and young people, providing expert knowledge on how best to support the functional skill development of children and young adults.
10. To establish a trusting and respectful relationship with clients and their parents/carers and ensuring that appropriate boundaries are maintained.
11. To demonstrate a sound understanding of clinical governance and clinical risk within the setting.
12. To act as a second opinion in cases of contention and support negotiations between the organisation, parents and Education Authorities and when required, participate in SEN Tribunals.
13. To manage and prioritise own workload of both direct and indirect contacts and time allocated working towards personal, integrated therapy service and organisation objectives.

**TRAINING**

1. To lead on the development of training packages to support education staff, parents and carers to implement strategies and approaches devised by the occupational therapist.
2. To collaborate with therapy and education colleagues in devising, delivering and evaluating training courses for school staff.
3. To devise, deliver and evaluate specialist training courses with other members of the therapy team.

**ADMINISTRATION**

1. To maintain clear and concise documents and clinical records that are in accordance with both school’s policies and RCOT/HCPC guidance on note keeping
2. To be responsible for requesting and maintaining appropriate assessment and therapeutic resources and for their safe and secure storage.
3. To write or contribute to child related reports that reflect highly-specialist knowledge, identify needs relevant to expertise and evaluate progress.
4. To maintain an oversight of requests from Education Authorities to contribute a professional perspective to a child’s Education, Health and Care plan, following departmental guidelines and the SEN code of practice, ensuring contributions are provided in a timely manner by the department.
5. To accurately and annually gather activity data for information systems and clinical effectiveness measures and undertake audit projects as required.
6. To ensure that the therapy treatment and storage areas are well maintained and comply with health and safety standards.

**SERVICE PROVISION**

1. To delegate work and provide day-to-day guidance for junior occupational Therapy staff, assistants, volunteers and students within level of expertise.
2. To support the development of core protocols covering the range of pertinent clinical issues associated with sensory, learning and physical disabilities.
3. To contribute to development of care protocols/packages relating to specialist area in liaison with therapy leads to improve children and young people’s outcomes within a specialist area. To assume delegated tasks as requested by line manager, including taking part in working groups and policy development groups
4. To contribute to interagency/ multi-disciplinary team building and policy development assuming a lead using specialist knowledge as appropriate. To adhere to and ensure that team plans, and policies are implemented. To define and manage a work programme for a clinical area.
5. To advise Therapy Lead on issues of highly specialist service delivery including resourcing, (e.g., service deficiency) and providing progress reports regularly.
6. To provide regular mentoring, highly specialist clinical advice and support to less experienced colleagues and carry out supervision and appraisals within expertise level.
7. To provide clinical training and supervision for students to examination or final year standard.
8. To demonstrate knowledge of national legislation, local protocols and professional guidance relevant to the specialty and advise colleagues accordingly.
9. To contribute data or participate directly in a recognised research programme or service development project.
10. To support therapy lead with leadership and be responsible for some operational management and team development. This will include the implementation of policy and policy changes in relation to occupational therapy provision and to set and monitor standards of practice.
11. To support therapy lead in the evaluation and future development of the occupational therapy service in the school devising models of care and other service protocols, involving education colleagues and parents/carers as appropriate.
12. To support therapy lead in identification of issues of service delivery including service pressures, personnel, material and accommodation resources.
13. To assume delegated tasks as requested by line manager including participation in working groups and multi-agency policy development groups
14. Contribute to the development of The Village School in collaboration with therapy colleagues and other professionals, including creating opportunities for income-generating activities.
15. Coordinate and manage the 3rd party service level agreements with maintenance companies for hoisting. This includes operational management throughout the year. Ensure the compliance of checks (e.g., LOLER checks).
16. Coordinate and manage the specialist equipment within the school. This will include arranging reps from companies, utilising the Brent local equipment services and meeting the needs of the students

**PERSONAL PROFESSIONAL DEVELOPMENT**

1. Actively engage with clinical supervision demonstrating the ability to reflect on own practice with peers and mentors and identify own strengths and development needs.
2. Be competent and able in safe manual handling of children and young people.
3. Actively engage in extending knowledge and clinical experience in areas of special interest.
4. Maintain and develop core professional competencies, underpinned by current evidence-based practice, national standards and RCOT clinical guidelines

**FREEDOM TO ACT**

The post-holder is responsible and accountable for own actions and is free to use their own initiative and act independently within the remit of the post.

**COMPETENCE**

You are responsible for limiting your actions to those which you feel competent to undertake. If you have any doubts about your competence during the course of your duties you should immediately speak to your line manager / supervisor.

## **REGISTERED HEALTH PROFESSIONAL**

All employees of The Village School are required to comply with the School’s code of conduct and requirements of their professional registration.

## **SUPERVISION**

Where the appropriate professional organisation details a requirement in relation to supervision, it is the responsibility of the post holder to ensure compliance with this requirement. If you are in any doubt about the existence of such a requirement speak to your Manager.

**RISK MANAGEMENT**

It is a standard element of the role and responsibility of all staff at The Village School that they fulfil a proactive role towards the management of risk in all their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

**RECORDS MANAGEMENT**

As an employee of The Village School, you are legally responsible for all records that you gather, create or use as part of your work within the therapy department, whether paper based or on computer. All such records are considered public records, and you have a legal duty of confidence to service users (even after you leave the department). You should consult your manager if you have any doubt as to the correct management of records with which you work.

**HEALTH AND SAFETY REQUIREMENTS**

All employees of The Village School have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions. Employees are required to co-operate with management to enable OT/PT services to meet its own legal duties and to report any hazardous situations or defective equipment.

**FLEXIBILITY STATEMENT**

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

**CONFIDENTIALITY**

All employees of the Therapy Department are required to maintain the confidentiality of members of service users and members of staff.

The Job Description covers only the key result areas and, as such, does not intend to provide a comprehensive list of objectives. Specific objectives will be reviewed each April, and may develop to meet the changing needs of the service. The post-holder will need to take due account, in the way they achieve the key result areas, of school policies and procedures.