**Job Description**

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|  | **Job Title** | Occupational Therapist – Band 6 (Equivalent) |
| **Trust** | Compass Learning Partnership |
| **School** | Woodfield School and The Village School |
| **Grade** | GLPC Scale Points 31 to 37 (Band 6 Equivalent), Plus Special School Allowance |
| **Reports to** | Head of Therapies |
| **Staffing Responsibility** | Occupational Therapy Band 5 / Assistants / Students |

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| 1. **Job Purpose:**   *(Summary of the overall purpose of the job)*   * 1. To provide specialist Occupational Therapy with professionally informed clinical decision making and case-management in consultation with the Head of Therapy.   2. To develop Occupational Therapy programmes to be implemented by Therapy assistants, students, volunteers, and others working with postholder, including teaching assistants, etc.; and to supervise the work of, and Occupational Therapy input provided by, these groups.   3. To work together with education staff, parents/caregivers, members of other agencies providing specialist advice and in integrating therapy targets into all learning goals for children with an Education, Health, and Care Plan. |

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| **2. Principal Accountabilities and Responsibilities:**  CLINICAL   1. To deliver specialist clinical decision-making for children and adolescents with motor, sensory, perceptual, and functional needs. This includes initial screening, detailed assessment, differential diagnosis, intervention, evaluation, transition from intervention and conclusion of OT involvement. 2. To demonstrate a high level of clinical effectiveness. This includes using evidence-based practice, when possible, and reliable outcome measures. 3. To independently manage a complex caseload whilst recognising own professional boundaries and access supervision, advice, and support when necessary. 4. Manage own caseload of children in accordance with the school’s service model, including:    1. Carrying out clinical observations, informal and formal assessments of children and analysing the results reflecting on own knowledge and experience and seeking more specialist advice as required.    2. Monitoring intervention outcomes and adapting the plan accordingly.    3. Providing reports reflecting own knowledge and experience with reference to established and evidence-based practice within the profession.    4. Provide OT assessment and intervention to pupils. 5. To work together with school staff in setting, agreeing, implementing, and monitoring a range of interventions following the School Therapy procedures, including teaching staff, other allied health therapists and wellbeing staff. 6. To communicate and support other therapists communicate verbally and in writing with parent/carer/client/other professions implications of assessment findings, diagnosis, and therapy intervention plan. This may include breaking bad news in a sensitive manner. 7. Provide spontaneous and planned advice, teaching and instruction to relatives, carers, and other professionals, to promote understanding of sensory and physical goals and to ensure a consistent approach to student’s learning needs. 8. Establish a trusting and respectful relationship with clients and their parents/carers and ensuring that appropriate boundaries are maintained.   TRAINING   1. Collaborate with Parent Liaison and therapy colleagues and parents/carers to assist in devising, delivering, and evaluating training courses for parents/carers. 2. Provide suggestions and support to in-service training programme by the planning, delivering, and attending presentations and training sessions at staff meetings, tutorials, and in house training sessions.   ADMINISTRATION   1. To maintain up to date and accurate case notes in line with HCPC, Royal College of Occupational Therapists professional standards and School policies. 2. To collect clinical data and write reports for Annual Reviews and EHCPs. 3. To monitor stock levels in own service area and request new equipment as appropriate. 4. To be responsible for managing own time appropriately and prioritise tasks accordingly to carry out clinically related administrative duties, relevant to the caseload and operation of the school. 5. To share information with others, observing data protection/GDPR guidelines.   SERVICE PROVISION   1. Delegate work to and provide day-to-day guidance for therapy assistants, students, and volunteers. 2. To work within defined departmental and national protocols/policies and professional code of conduct. 3. To alert his/her line manager to risks, gaps in service and other pressures on the service and to propose remedial measures where feasible. 4. To implement and contribute to the development of effective systems of caseload management and client administration - including record-keeping and systems of prioritisation. 5. To measure service provision and outcomes in conjunction with Senior Therapist routinely. To provide reports routinely and on request, in relation to individual assessment/interventions, analysis of total caseload and analysis of types of work requested/carried out. This will include requests from the school, to complement ongoing educational documentation and policies and to progress service development. 6. To be prepared to present on sensory or physical issues relevant to the specialism of the role at internal or external events and for audits and inspections. 7. To review clinical governance and effective outcomes and maintain quality as set out in the policies of the Health and Care Professions Council, the Service Standards recommended by the Royal College of Occupational Therapists and School’s regulations and policies (e.g., safeguarding). 8. To work collaboratively as a member of the School Therapy team and with external agencies by discussing Occupational Therapy, and others’ input around client needs. 9. To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loaned to clients.   PERSONAL PROFESSIONAL DEVELOPMENT   1. Maintains own specialist knowledge and skills through participation in CPD and clinical supervision with an appropriate mentor. 2. To keep up to date with new developments within the profession and use specialist knowledge to inform service/policy developments as appropriate. 3. To demonstrate knowledge of the national curriculum and SEN processes in the context of Occupational Therapy. 4. To reflect on practice with peers and identify strengths and needs. 5. Be competent and able in safe manual handling of children and young people in the context of Occupational Therapy. 6. To attend Therapy Team meetings, professional clinical groups, such as Journal Clubs, RCOT Clinical Interest Groups, Local Specialist Interest Groups, Peer Review Groups, and other professional development activities to share and expand specialist knowledge. 7. To participate in cross-organisational communication. (E.g., liaison with other School OT teams, and organisation of study/development days.) 8. Participate in performance management as an appraisee. Be responsible for complying with the agreed personal development plan. 9. Maintain and develop core professional competencies, underpinned by current evidence-based practice, national standards and RCOT clinical guidelines. 10. Maintain membership of HCPC. 11. Provide clinical support and supervision for the Therapy assistants and volunteers as appropriate. 12. To participate in the supervision of student OTs on placement   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 your duties, you should immediately speak to your line manager / supervisor.  REGISTERED HEALTH PROFESSIONAL  All employees of the SALT department 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 Line Manager.  RISK MANAGEMENT  It is a standard element of the role and responsibility of all staff at each 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 Therapy department, you are legally responsible for all records that you gather, create, or use as part of your work within the 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 each 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 SALT 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.  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 yearly 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. |