

THE WILLIAM HENRY SMITH SCHOOL

JOB DESCRIPTION

OCCUPATIONAL THERAPIST

CONTRACT TERM: Permanent

SALARY: NJC pt. 26 – 34 £34,834 - £42,403 FTE per annum dependent on experience 3 days per week (plus one week Learning and Development)

CONTRACT TYPE: Term Time only (20 hours per week plus 1 week training and 2 weeks holiday cover)

RESPONSIBLE TO: Occupational Therapy Lead

PURPOSE OF JOB:

To be a valued member of the William Henry Smith School's integrated Health and Therapy Team, working with onsite Education and Care services to provide bespoke Occupational Therapy assessment and intervention for Children and Young People (CYP) age 5-19 years with SEMH challenges and associated complex needs.

To be committed to safeguarding and promoting the welfare of children and young people ensuring all work is delivered in line with the school's procedures and policies regarding best practice and safeguarding.

To embrace and support the School's Quality of Life and Positive Behaviour Support ethos throughout the role; as part of this there is an expectation that all staff play an integral part in our key working structure.

To have a positive attitude and mind-set, embracing the positive physical, mental health and wellbeing ethos. This includes role modelling, self-care and reflection.

To promote and celebrate diversity, collaboration, and equality in the school at all times.

DUTIES AND RESPONSIBILITIES:

SPECIFIC AREAS OF RESPONSIBILITY

- To autonomously manage a caseload providing occupational therapy to CYP within the school environment.
- To provide a service which includes the assessment, treatment and evaluation of CYP with Social, Emotional and Mental Health Challenges and associated complex needs.

- To use clinical reasoning skills and knowledge to develop bespoke treatment plans that may include therapeutic intervention, education and advice for parents/carers and the wider multidisciplinary team.
- To undertake occupational therapy assessment, and formulate/implement intervention plans where appropriate using knowledge and experience, making recommendations and carrying out appropriate therapeutic interventions in line with quality first teaching and the tiered model of intervention.
- To make use of outcome measures to evaluate the effectiveness of interventions and modify accordingly. Recognising when goals have been met and ensuring appropriate adaptation.
- To work collaboratively with the wider multidisciplinary team to ensure CYP receive the best possible support and intervention.

EXPERIENCE

- Autonomous management of a caseload.
- Experience of working and managing a school age caseload.
- Enthusiasm and engagement within the field of SEMH.
- Delivery of occupational therapy training in area of clinical specialism.

KNOWLEDGE AND UNDERSTANDING

- To have a working knowledge of relevant procedures including Safeguarding Children, SEN procedures, SENDA 7 DDA and other legal frameworks.
- To be aware of and adhere to departmental, local and national Child Protection procedures.
- Knowledge of the sensory and physical development of children, adolescents and young people.
- Knowledge and understanding of celebrating neurodiversity and the many strengths and positive aspects that being neurodivergent brings.
- Understanding of underlying reasons for behaviour, including potential triggers for dysregulation in line with autism, learning difficulties and learning disabilities, attention deficit hyperactivity disorder.
- Knowledge and understanding of sensory and physical barriers that CYP with SEMH may experience.
- Knowledge of the role of other professionals across health, education and care.
- Using knowledge to inform and contribute to service/policy developments to continue to enhance therapy provision to school age CYP, in line with current research and evidence-based practice.
- To have an interest in the impact of attachment and complex trauma.
- To have an understanding of transference and counter transference in your clinical practice.
- To have an interest in the current research and evidence base for ACEs.
- To have knowledge of PBS and the relevance of natural consequences, dialogue, clearly defined boundaries and high expectations in empowering CYP to independently develop their own strategies and make improved choices over time.
- To have a knowledge of quality first teaching.

KEY RESPONSIBILITIES

- To maintain professional autonomy and accountability by acting in accordance with internal and external protocols, procedures and guidelines

- To work both independently and in collaboration with the wider multidisciplinary team, maintaining high professional standards.
- To decide priorities of own workload, balancing CYP and other professional demands and ensure that these remain in accordance with the service as a whole.
- To undertake assessment of CYP and make recommendations about appropriate therapeutic interventions for each young person, in accordance with individual needs.
- To modify intervention plans and strategies in response to the changing needs of CYP, parent/carer and school staff, ensuring planned interventions are delivered in the most appropriate environment.
- To be responsible for assessing a CYP's current need for therapy, using the tiered intervention approach.
- To use outcome measures to evaluate the effectiveness of intervention and modify accordingly. Recognising when goals are met, ensuring these are achievable and functional.
- To proactively and effectively contribute to the multidisciplinary team's assessment, acting as an occupational therapy resource, taking a lead in occupational therapy areas.
- To develop collaborative treatment goals and plans with CYP, parent/carers, teaching staff, care staff and wider multidisciplinary team to coordinate interventions.
- To participate in professional meetings to support CYP's progress both internally and externally, for example TAC, EHCP, CIN etc.

COMMUNICATION AND RELATIONSHIP SKILLS

- To work collaboratively with the wider multidisciplinary team to reflect on a CYP's performance and identify appropriate strategies to enhance occupational therapy outcomes.
- To ensure effective internal and external communication with CYP, families, carers and school staff to meet CYP and service needs.
- To communicate professionally in relevant internal and external meetings, ensuring understanding of occupational therapy aims accurately and effectively promote a consistent approach to CYP care.
- To maintain accurate, comprehensive and up to date documentation, in line with legal and departmental requirements.
- To represent the organisation both internally and externally in a professional manner.
- To participate and lead joint treatment sessions in own clinical area, working collaboratively and professionally with the multidisciplinary and occupational therapy team.
- To contribute, along with other education/care/health professionals to the CYP's Educational, Health and Care Plan
- To provide advice, teaching and training to CYP, parents, carers and Education, Health and Care professional as appropriate.
- Ability to see the positives in a CYP, maintaining relationships at all times with unconditional positive regard

MANAGING OWN PERFORMANCE AND DEVELOPMENT (CPD)

- To work within organisation, HCPC and RCOT's professional, operational and clinical standards and guidelines and have a working knowledge of national and local standards for monitoring own quality of practice and documentation.
- To be responsible for own continuous professional development, identifying and following up own learning needs through active participation in professional and clinical supervision.
- To ensure assessments, interventions and strategies are based upon the best available clinical evidence by keeping up to date with current literature and liaison with other professionals in order to develop best practice.
- To actively assist with the education of occupational therapy students.
- To participate in internal and external post registration training programmes, maintaining and developing own professional skills and knowledge and ensuring continuing professional development.
- To identify, develop, carryout and evaluate a range of training events and workshops for parents/carers, as well as internal and external professionals in health, education and care as appropriate when linked to own area of specialism.
- To participate in Personal Development Reviews (PDR), taking responsibility for own progress, actively identifying areas for further development.
- To contribute to the review and development of the occupational therapy service and actively participate in departmental audits and service development.
- To demonstrate effective management of own time, workload and resources.
- To ensure that the service provided is integrated, based on evidence/best practice, equitable and responsive to the needs of the school cohort and delivered in accordance with service protocols.
- To contribute to the induction, mentoring and support of colleagues as required.

OTHER SPECIFIC DUTIES:

- To attend meeting and training courses as appropriate in order to carry out duties
- Participate in the school's programme of performance management
- To undertake such other duties appropriate to the post as may from time to time be required to ensure the smooth and efficient running of the school
- Any other duties as required

SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidates will be subject to an Enhanced Disclosure & Barring Service background check (you are applying for a position working in regulated activity). The school is also committed to promoting the spiritual, moral, social and cultural development of both CYPs and staff and reflects life in Modern Britain.

REVIEW:

This Job Description is subject to review and may be amended at any time after consultation with you.

SIGNED
OCCUPATIONAL THERAPIST

DATE



SIGNED
(CAROLINE BOOTH - DEPUTY PRINCIPAL)

DATE