Philpots Manor School

for children with special needs

JOB DESCRIPTION & PERSON SPECIFICATION
Occupational Therapist (Part-Time)

Job Description **The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**	
Summary of the role:	To deliver Occupational Therapy across the curriculum using the wave provision of universal, targeted and specialist levels within a multi-disciplinary blended approach to improve outcomes for pupils. To work collaboratively within the school environment with other therapists, education, pupil support and safeguarding staff and other professionals who are involved with the pupils. To be responsible for the Occupational Therapy provision across the curriculum. 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 and social skills To provide support and training to all education and wellbeing staff regarding occupational therapy interventions. Uphold all safeguarding procedures, including engaging in annual safeguarding training.
Line management responsibility to:	Head of Safeguarding and Therapies
Main duties and responsibilities:	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 provide 1:1, paired and group interventions both in and outside of the classroom setting, in order to meet provision outlined on pupil's Education, Health and Care Plans 3. To support the pupils with specific areas of difficulty including fine, gross motor and sensory needs, and have specific knowledge and experience in developing interventions to target social and psychological needs 4. To Implement strategies to manage pupils' emotional regulation, to increase engagement in learning and develop pupils' self-esteem

	5. To work collaboratively with colleagues using the wave model of universal, targeted and specialist levels 6. 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. 7. 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. 8. To demonstrate knowledge and experience of Sensory Integration difficulties in school aged children. 9. 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. 10. To contribute to the assessment of pupils on admission as appropriate 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. 11. To maintain contemporaneous and accurate case notes in line with professional standards e.g. HCPC and school policy. Due to the sensitive information, distribution of information must be carefully managed. 12. To provide and monitor therapy programmes delivered by other members of school staff. 13. 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 the process of repairing communication breakdown in line with school policy. 14. To attend and contribute to pupil's annual reviews where requested and appropriate, providing reports for annual and interim reviews reflecting highly specialist knowledge. 15. To provide end of term reports for parents, and other reports as required. Department and school related: 16. To support dissemination of specialist knowledge to the wider staff group. 17. To attend and contribute to staff meetings. 18. Support in the ongoing development of the sensory room within the school 19. To attend Open Days and other events as requested by the Head Teacher. 20. To liaise with education, wellbeing staff and family/carers in order to provide a coordinated approach and ensure that occupational therapy treatment is integrated into student targets that support learning and skills for daily living. 21.To work closely with the class teams including the speech and language therapist, to ensure that provision is child centred and the environment enables them to realise their potential and maximise their academic, social, physical and memorial development. 22. To address issues of confidentiality, consent and share information throughout assessment and intervention according to GDPR regulations. General

	● Undertake all staff training, professional development and appraisal. ● Uphold all safeguarding procedures, including engaging in annual safeguarding training. ● Undertake other responsibilities as directed by the Management Group.
Hours	30 hours over 5 days

You may also be required to undertake such other comparable duties as members of the Management Group requires from time to time.

Person Specification

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	Essential These are qualities without which the Applicant could not be appointed	**Desirable** These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	**Method of assessment**
Qualifications	Must hold a recognised Occupational Therapy OT qualification and be registered with the HCPC (Health and Care Professions Council).		Production of the Applicant's certificates
Experience:	Experience as an Occupational Therapist preferably within an education setting. Experience supporting young people with special educational needs. Ability to communicate information to a broad range of individuals and/or groups/family members/teams in a sensitive, appropriate manner. To demonstrate flexibility in thinking and develop skills to take the initiative to make sound and reasoned judgements and decisions as a key team member.		Contents of the Application Form Interview Professional references
Skills	Skills to deliver training and presentations and to be able to adapt these to present to a range of audiences. Ability to self-evaluate and reflect in and on practice and to support less experienced or unqualified staff to see the value of such approaches to learning in practice. To demonstrate the ability to organise self to enable autonomy within the setting on a day to day basis.		Contents of the Application Form Interview Professional references

Knowledge	Knowledge of learning disability, autism and associated mental health difficulties to ensure that individual occupational needs are identified. To have a broad understanding of Occupational Therapy models and approaches across the spectrum of health conditions, to include physical and mental health. To have a baseline knowledge of the Occupational therapy clinical evidence base, assessment and intervention approaches specific to the students we support, which can be developed through time in post. Ability to problem solve and make effective use of clinical supervision and informal support from more senior practitioners to bring about learning and effective outcomes for clinical intervention.		Contents of the Application Form Interview Professional references
Personal competencies and qualities	Enthusiastic, positive and friendly approach. Personable, able to communicate to different audiences in an effective manner.		Contents of the Application Form Interview Professional references

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