

Access and Inclusion Service

Occupational Therapist

Job Description and Person Specification

March 2022

Job Description

Job Title:	Occupational Therapist
Department:	People Directorate
Function:	Education and Inclusion
Team:	SEND Therapists
Post number:	S002327, S003463
Grade:	LBR OT pay scale 3-10
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	36hrs/52.14 weeks
Base location:	Flexible across LBR buildings/offices
Reports to: <i>Job title</i>	Therapist Team Manager
Responsible for: <i>Job titles of direct reports</i>	n/a
Role purpose and role dimensions: <i>Overview of the job</i>	Other members of Occupational Therapy Service Other members of SEND Therapy Services Other teams. services within LBR Other student's community services Job summary/ statement Job responsibilities • To provide an effective and efficient Occupational Therapy service to children with a variety of presentations within mainstream and special school setting. • To manage a defined caseload, using evidence-based clinical reasoning • To assess, plan, implement and evaluate interventions. This work will take place in school or occasionally clinic based. • To be an active member of the interdisciplinary team. • To actively contribute to service development, supervision, and CPD. • To delegate work to support staff and participate in students practice placement education. Person Specification Essential Qualifications • Diploma/Degree in OT • HCPC registered • Membership of RCOT • An enhanced Disclosure and Barring Service Check This post is subject to the Rehabilitation of Offenders Act (Exceptions Order) 1975 and as such it will be necessary for a submission for Disclosure to be made to the Disclosure and Barring Service (formerly known as CRB) to check for any previous criminal convictions

Main tasks and responsibilities:**1. Clinical Responsibilities**

- 1.1 To plan and deliver a student-centred occupational therapy service to a personal caseload of students and their Schools and College. This will include seeing students individually and/or in groups as appropriate.
- 1.2 To assess and treat students with various conditions/disabilities and complex social and functional needs, within occupational therapy performance guidelines
- 1.3 Through analysis and synthesis of findings, develop individual goal-oriented treatment and intervention plans in collaboration with student (as appropriate), family/ carers and colleagues. This will include the application of skills to assess motor, sensory and cognitive function in the context of the student's social and physical environment.
- 1.4 To utilise specialist occupational therapy skills in the assessment of the parent/carer understands of treatment proposals, to gain valid informed consent for interventions and to work within a legal framework where consent issues are complex.
- 1.5 The ability to autonomously manage a diagnostically varied and complex patient caseload.
- 1.6 To assess, prescribe, arrange provision and installation of specialised equipment and adaptations including seating, safety, and ADL equipment.
- 1.7 To monitor, evaluate and modify treatment to measure progress and ensure effectiveness of intervention.
- 1.8 To ensure student's reviews demonstrate clinical reasoning and problem-solving techniques to determine agreed outcomes across health services.
- 1.9 To undertake risk assessments to determine appropriate management, specifically related to moving and handling, safe use of equipment, and safety in the school environment. To ensure safety for self and others during all occupational therapy interventions.
- 1.10 To apply an advanced level of understanding of factors influencing student development and of the effect of disability upon the student's occupational performance
- 1.11 To demonstrate professional skills and standards consistent with a specialist in the field and to ensure that services provided comply with professional and departmental standards of practice.
- 1.12 When necessary, to provide cover for other occupational therapists in their absence due to annual / sick leave and other absences.
- 1.13 To always follow national and local Safeguarding Policies and Procedures.

2. Communication

- 2.1 To communicate and liaise effectively with other professionals, students, family/carers and other agencies to ensure an integrated pattern of service delivery. Use formal and informal reporting mechanisms to ensure effective communication.
- 2.2 Use verbal and nonverbal communication to receive and disseminate clinical information, acknowledging sensitivity and complexity e.g. adult/ child safeguarding issues, and using approaches appropriate to the context or culture. Use of effective interpersonal skills to encourage students and families/ carers active participation in the occupational therapy process.
- 2.3 To attend and contribute to department meetings, including other multidisciplinary meetings, and progress meetings relating to clinical caseload.
- 2.4 To record students' treatment and other related activity in accordance with professional and departmental guidelines.

3 Professional Development

3.1 To remain informed on developments and trends in occupational therapy practice by study of the current literature available and to adapt own working practices accordingly.

3.2 To develop clinical, managerial and teaching skills via continuous professional development (CPD), including maintenance of an up to date CPD portfolio.

3.3 To attend and contribute to regular supervision sessions and participate in performance reviews.

4 Training

4.1 To organise and/or contribute to the induction and/or training of staff, both within or external to the department.

5 Management Responsibilities

5.1 Build and sustain relationships as an independent practitioner and collaboratively as a member of the team.

5.2 To co-ordinate the day-to-day activities of junior staff/ technicians where applicable.

5.6 To advise the Head of OT of changes in trends related to caseload activity.

5.7 To share responsibility for ordering, issuing, retrieving and maintaining departmental equipment.

5.8 To undertake designated departmental duties to ensure efficient use of equipment, facilities and materials.

5.9 To act as a representative for occupational therapy and/or therapy services on external initiatives.

6 Service Development and Delivery

6.1 To further develop and consolidate the role of the Occupational Therapy within LBR

6.2 To provide services which are sensitive to the needs of the culture and diversity of individual students and their families/ carers.

6.4 To contribute to the development of collaborative working practices with team members, other services within LBR and other local organisations as appropriate.

6.5 To develop and consolidate protocols and guidelines regarding service delivery in liaison with the Head of OT and Head of Therapy Services.

6.7 To instigate, participate in or investigate research and audit projects as appropriate.

Professional Registration

Staff undertaking work which requires professional/state registration are responsible for ensuring that they are so registered and that they comply with any Codes of Conduct applicable to that profession. Proof of registration must be produced on appointment and, if renewable, proof of renewal must also be produced.

Confidentiality

The post-holder must maintain confidentiality of information about staff, students, families and LBR business and be aware of GDPR (2016) requirements.

Health and safety

The post holder must co-operate with management in discharging its responsibilities under the Health and Safety at Work Act 1974 and take reasonable health and safety of themselves and others and to ensure the agreed safety procedures are carried out to maintain a safe environment for patients, employees and visitors.

	Risk Management All staff have a responsibility to report all clinical and non-clinical accidents or incidents promptly and when requested to co-operate with any investigation undertaken. Code of Conduct All staff are required to work in accordance with the code of conduct of the College of Occupational Therapy and the Health Professions Council.
Key external contacts: <i>Organisations</i>	schools staff, NHS colleagues, parents, medical practitioners
Key internal contacts: <i>Job titles or groups of staff</i>	Access and Inclusion team Early Years' Advisory Service SEND Assessment team Educational Psychologists Specialist Teachers (SEATSS)
Key areas for decision making:	To deliver specialist clinical work as part of the multidisciplinary school team. This includes working with pupils with varying needs, in a range of locations To assess and treat own caseload of pupils & maintaining own records as an autonomous practitioner.
Other considerations: <i>E.g. working patterns</i>	This post will reflect Agenda For Change pay scales You may be required to work at any council site and adopt a flexible and agile work approach in the delivery of the service. This may include working twilight hours depending on the needs and development of the service

Key accountabilities and result areas:	Key elements:
Developing and maintaining appropriate policies and procedures	This will involve: 1. Assisting in the development of policies for the delivery of services 2. Monitoring the impact of interventions and making changes as necessary 3. Maintaining appropriate records
Internal and political management	This will involve: 1. Ensuring that senior managers are kept apprised of any key issues 2. Providing reports to senior officers and members as requested
General accountabilities and responsibilities	
Green Statement	This will involve: ▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.

Data Protection/Confidentiality	This will involve: ▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees’ access to and use of the Council’s databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	This will involve: ▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.
Safer Working	This will involve: ▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.
Equalities	This will involve: ▪ Complying with the Council’s strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	This will involve: ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	This will involve: ▪ Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the team	This will involve: ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.
Flexibility	This will involve: ▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within the grading level and competence.

Person Specification

Job Title:	Occupational Therapist		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = Essential, 2 = Desirable</i>		AIT	Weighting
Minimum education/ qualifications:	<u>Essential</u>		
	Completion of RCOT accredited BSc; MSc or PGDip.	A	3
	Member of Health and Care Professions Council (HCPC).	A	3
	Member of Royal College of Occupational Therapists (RCOT)	A/I	3
	<u>Desirable</u>		
	Member of RCOT SS: Children, Young People and Families	A	2
	Sensory Integration qualification	A	2

Minimum experience/ knowledge/ skills:	Management of a varied and complex caseload with evidence of skills in various settings and in providing student centred care.	A/I	3
	Clinical reasoning and problem-solving skills to determine management of caseload	I	3
	Skills to develop and consolidate service including service reviews	A/I	3
	Ability to work as an autonomous practitioner	I	3
	Ability to cope with a pressurised working environment.	I	3
	Ability to reflect on and critically appraise own performance	I	3
	Ability to appreciate the sensitivity and complexity of child and families/ carers culture and diversity and the ability to provide services appropriate to individual needs.	I	3
	Ability to seek guidance and support when necessary	I	3
	Willingness to extend skills and knowledge	I	3
	Experience of multi-disciplinary teamwork and the ability to initiate and contribute to the work of other disciplines	I	3
	Evidence of continuing professional development	I	3
	Demonstrate application of clinical effectiveness and evidence based practice	I	3
	Evidence of consolidation in more than one area of practice with experience working in a community setting.	I	3
	Experience of report writing and computer literate.	A/I	3
	Basic I.T. skills	A/I	3
	Knowledge of core OT skills in physical, neuro and learning difficulties areas	I	3
	Knowledge of and experience prescribing equipment	I	3
	Experience in the use of OT models and practice	I	2
	Assessment, planning, implementing, and evaluating treatment, complying with professional and departmental standards	I	3
	Supervision and support of OT students	I	3
	Teamwork and effective communication / liaison	I	2
	Participation in / knowledge of OT research / audit	I	2
	Previous experience working in Children and Young Adult's Occupational Therapy Services.	I	2
	Developing, monitoring, evaluating and auditing services	I	2
	Knowledge of and experience in assessment and use of IT, including switches and basic software.	I	2
	Experience prescribing special seating	I	2
	Experience of using range of different assessments and interventions in paediatrics	I	2
	Knowledge of standardised tests used with children/ young adults	I	2
	Knowledge and experience of a range of treatment techniques and approaches in paediatrics	I	2

Minimum behaviours: Customer service			
General	Ability to work effectively in a team setting.	I	3
	Ability to manage time and caseload effectively on an independent basis.	I	3
	Self-confidence and flexibility.	I	3
	Ability to supervise Occupational Therapy Assistants.	I	3
Communicating and influencing others	Ability to persuade and influence others.	I	3
	Ability to adapt communication styles to effectively and relevantly interact with a range of audiences e.g other professionals, parents, young people, etc.	I	3
	Objective recording and reporting of intervention and maintenance of activity data	I	3
	Effective negotiation skills/communication skills related to difficult clinical or team management issues	I	3
	Promote OT and demonstrate professional attitude and appearance	I	3
	Establish and maintain good working relationships	I	3
Working together	Collaborative approach.	A/I	3
	Able to work with class teachers, school leaders and governors.	I	2
	Proactive approach to problem solving, involving all parties in decision making to support identified children and young people.	I	3
Analysis and judgement	Knowledge of SEND Code of Practice.	I	2
	Ability to assess classroom and whole school situations.	A/I	2
	Ability to use data to support decisions.	I	2
	Ability to interpret and use specialised assessment data to form a profile of learning needs and strengths.	I	2

Driving improvement	Evidence of delivering service improvement in an educational context.	1	2
Adaptability	Creative and flexible approach. Evidence of changing and adapting approaches in light of events	1	3
Special conditions:	This post may require some evening work to provide training. This post may require the post holder to travel and work beyond the Borough to undertake any other duty reasonably assigned by the Team Manager from time to time.	1	3