Job description: Occupational Therapist

Organisational Chart

Responsible to: Therapeutic Services Manager

Salary:

PURPOSE OF THE JOB:

- To ensure that you fulfil your role as an Academy Occupational Therapist, OT, by providing OT provision, guidance and support within the sensory and physical therapy service. This could include staff supervision and appraisal as and when required by the Therapeutic Services Manager.
- To be responsible to the therapeutic services manager for a full case load of students in education at Exeter Royal Academy for Deaf education, the Academy, enabling the student population to have best access to their education and care to develop as independently as possible to do what they want to do.
- To provide full occupational therapy service including assessment, intervention and record keeping for own caseloads of children and young people including external assessments for prospective students at the Academy.
- To provide supervision and/or training for the OT assistant, teachers, care staff, assistants, students and other staff.
- To provide Occupational Therapy for students as part of a holistic curriculum, including students in early years, school, college and residence as part of their 24 hour curriculum.
- To be responsible for training staff in how to use specific equipment using correct and appropriate manual handling techniques, functional skills and/or sensory programmes for both the universal provision and the students in your case load.
- To work with the other members of the occupational therapy team having your own identified areas of responsibility to develop the Occupational Therapy service to a high standard within the Academy and in line with the Academy Development Plan under the supervision of the Therapeutic Services manager.
- To continue to develop as a professional and have a positive impact on the provision.

Key Responsibilities:

Clinical
To work within codes of practice, occupational standards, organizational policies and procedures and ensures these are adhered to when managing own caseload. Taking responsibility as an autonomous practitioner.

To implement a variety of standardised and non-standardised assessments including motor, functional and sensory assessments for internal and external students within the Academy.

To be an active member of internal and external multi-disciplinary teams including the Therapeutic services Team.

To create and complete risk assessments where required.

To participate fully in supervisions to support and develop your practice.

Post-qualification experience of working with children and young people with learning and physical disabilities.

To have experience of managing a complex case load where compelling demands require the ability to prioritise workload.

To use a variety of accurate and developed physical and co-ordination skills obtained through practice and development. This will include use of specialist equipment and tools, treating and manoeuvring children and young people.

Communication

To establish and build good working relationships with students and staff, demonstrating your knowledge and skills in a way that is appropriate to the unique needs of the individual.

To communicate effectively, both formally and informally, using a variety of methods to suit the needs to recipient which include children and young people and their families, a variety of staff including Occupational Therapy, education and care, external professionals and other management within the organisation.

To ensure understanding of complex conditions and associated interventions and implications of this for the individual student requiring diplomacy, empathy & reassurance.

As we are working in a Sign bilingual environment you should have (or be working towards) a minimum qualification of British Sign Language level 3.

Responsibility for Information Resources

To ensure that reports, interventions and electronic records are maintained in accordance to the Academy policies and Professional Standards of Health & Care Professions Council, HCPC.

Ensure that record keeping is maintained to a high standard and in line with College of Occupational Therapy guidelines.

To have read and understood and implement Academy policies and procedures commensurate with your role.

To ensure high standards of service delivery through the consistent application of recognised standards and established policies, procedures and practices

Professional Ethics

To follow the COT (College of Occupational Therapists) Code of Ethics and Professional Conduct.

To be registered as a designated professional with the Health and Care Professions Council, HPCP maintaining your professions code of ethics.

To work in a safe and effective manner at all times.

Follow the safeguarding and other policies related to child safety.

Mental Effort

To be able to attend to and concentration on a variety of tasks with competing demands and an unpredictable work pattern.
Emotional Effort

- To be able to deal with potentially distressing and/or emotional circumstances which may include working with children and young people with complex learning and life limiting conditions, emotional and behavioural needs, and sensitive staffing issues

Knowledge, Training & Experience

- To be able to apply professional knowledge underpinned by theory and acquired through degree plus specialist courses, postgraduate diploma level or equivalent and experience to ensure best practice expected of a Occupational Therapist.
- As necessary, plans & prioritises own workload including the delivery and development of training sessions.

Planning & organisational skills

- To manage the planning & organisation of programmes of intervention including multi-disciplinary activities requiring frequent monitoring and review to ensure effectiveness and best practice

Analytical & Judgemental skills

- To able to process complex facts or situations requiring analysis, interpretation and to compare of a range of options to ensure the best programme of intervention to meet the needs of the children and young people and their families

Service development and delivery

Responsibility for Financial and Physical Resources

- To have a duty of care in relation to equipment and resources used during specific interventions, ensuring their safe use and maintenance ensure that equipment is appropriately serviced and maintained from external agencies annually and as outlined by the equipment provider.
- To ensure that areas and equipment are well maintained and comply with health and safety guidelines, ensuring the safe use of all equipment and occupational therapy resources.
- Maintain an itinerary of equipment and resources to ensure that budgets are used appropriately and give best value to the service.
- Produce a rational for annual budget requests.

Professional Development

- Comply with the College of Occupational Therapy requirements for CPD, ensuring that CPD files are up-to-date.
- To create opportunities where you are able to liaise with other Health Professionals and share knowledge and good practice.
- Have regular professional clinical and operational supervision.
- To maintain records of staff training as evidence of competency, and to deliver this evidence to Human Resources as and when required in accordance with Academy policies.

Responsibility for Research & Development

- To undertake research and/or audits, as necessary, to ensure best practice and knowledge is kept up to date. To supervise members of your team to ensure regular supervision as directed by the therapeutic Services Manager.

Other Duties:
1. To attend relevant internal and external meetings as required, with a range of people including students, parents, health professionals and multi-disciplinary teams.
2. To participate in annual performance appraisals and undertake relevant staff development. To identify training needs for individuals within your role ensuring those needs are fully met.
3. To participate in annual performance appraisals and undertake relevant staff development.
4. To be responsible for the health and safety of yourself and others, and actively be a member of the Health and Safety committee.
5. Where required and requested by the Head of the Academy, to provide cover in other areas.
6. To carry out any other appropriate duties requested by the Chief Executive or Head of Care.
7. To ensure that all activities undertaken are in line with the Academy’s commitment to safeguard and promote the welfare of the organisation’s learners and vulnerable adults.
8. To be responsible for promoting and safeguarding the welfare of children and young adults responsible for (or come into contact with) in accordance with the Academy’s Safeguarding Policy and Procedures.

The above list is indicative and not exhaustive. The occupational therapists are expected to carry out all such additional duties as are reasonably commensurate with the role.

This job description will be reviewed regularly and may change depending on the needs of the students.

I accept this job description as a definition of the key responsibilities and duties of the post of Occupational Therapist.

I appreciate that the above list is not indicative and exhaustive and that additional duties as reasonably commensurate with the role may be required of me.

Signed...........................................  Date.................................

Print Name........................................
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<th>FACTORS</th>
<th>ESSENTIAL</th>
<th>DESIRABLE</th>
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| Education/ Qualifications | • Degree or equivalent Diploma in Occupational Therapy.  
• Registration with the Health and Care Professions Council (HCPC).  
• Registered member of College of Occupational Therapists. | • Member of professional body; COTSS: CYPF, SINET.  
• Attendance at workshops/ seminars in paediatric OT.  
• Completion of Sensory Integration training.  
• Training in working with individuals who are Deaf with additional needs including CP, CHARGE, MSI, ASD and/or learning disabilities. |
| Experience       | • Interest in working with Deaf children and young people.  
• An up to date professional portfolio demonstrating reflective learning.  
• Experience of working as an Occupational Therapist.  
• Experience of working with individuals with additional needs and or learning disabilities and/or with children and young people in an education, health or care setting.  
• Experience of working with a multidisciplinary team.  
• Experience of psychosocial aspects of working with families of children with severe disabilities.  
• Experience providing specialist advice and training/teaching/presenting formally and informally to students, other professionals, parents and carers.  
• Experience of planning and running groups. | • Specific experience of working within a Special Educational needs provision.  
Experience managing complex cases using clinical reasoning and evidence based practice.  
• Experience of initiation or involvement in service development/projects.  
• Experience of providing training.  
• Experience of working in a sign bilingual environment.  
• Experience of provision of specialist comprehensive written information to parents and other professionals including the SEN statementing process/Education Health and Care plans. |
| Knowledge        | • Comprehensive knowledge of the                                                                 | • Knowledge of Educational Legislation and the                                                   |
| Developmental stages of children and young people.  
- Knowledge of Occupational Therapy theory and practice relevant to working with children with special needs and their families.  
- Knowledge of the role and boundaries of the OT within the multidisciplinary team.  
- Sound awareness of the psychological and social factors of dysfunction and disability.  
| National Curriculum.  
- Comprehensive knowledge of additional needs including Hearing Impairment, Multi-Sensory Impairment ASD including features of the disorder, how this impacts on learning, evidence-based strategies and approaches.  
| **Skills/Aptitudes**  
- Ability to present clearly, in person and on paper.  
- Ability to organise and prioritise workload.  
- Ability to work independently and collaboratively in a team, with a range of professionals and statutory bodies.  
- Ability to reflect on clinical practice and experience.  
- Ability to undertake physical activity involved with therapeutic handling of children and young people on caseload including equipment adjustments and manual handling.  
- Clear & concise written skills with competency in IT skills for reports, advice/activity suggestions and internet use to access Occupational Therapy related information.  
- Ability to communicate clearly and sensitively with parents, carers and professionals.  
- Ability to recognise and manage difference of |  
- Skills in Occupational Therapy assessment of sensory processing and functional and motor skills.  
- Skills in providing Occupational Therapy intervention to address functional, motor skill difficulties and sensory processing difficult.  

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• Ability to undertake physical activity involved with therapeutic handling of children and young people on caseload including equipment adjustments and manual handling.  
• Clear & concise written skills with competency in IT skills for reports, advice/activity suggestions and internet use to access Occupational Therapy related information.  
• Ability to communicate clearly and sensitively with parents, carers and professionals.  
• Ability to recognise and manage difference of opinion in both client related and inter-professional situations.  
• Ability to think creatively.  
• An ability to use clinical and ethical reasoning skills to analyse and interpret assessment findings, plan and evaluate intervention.  
| • Skills in Occupational Therapy assessment of sensory processing and functional and motor skills.  
• Skills in providing Occupational Therapy intervention to address functional, motor skill difficulties and sensory processing difficulties |