

Role Profile

Occupational Therapist – Band 6 Equivalent

Role Summary:	The purpose of this role is to provide assessment, diagnosis, treatment and evaluation of the Occupational Therapy needs of the students attending Undershaw Education Trust, as directed by the Senior Leadership Team. Interventions will be child-centred, and evidence based with the aim of reducing barriers to learning and increasing engagement and participation. This will enable pupils to achieve their fullest potential in all areas of occupation.
Site:	Undershaw Main Site and The Arts and Media Centre.
Annual Salary:	Undershaw Therapy Band 6 (£35,392-£42,618)
Hours:	Monday, Tuesday, Thursday 08:30am to 16:30pm, Wednesday 08:30am to 17:30pm and Friday 08:30am to 15:30pm Part time or full time considered.
Terms:	Permanent (6 months probationary)
Line Managing:	Band 5 OT staff and students on practice placement
Responsible to:	Head of SEND

Duties & Responsibilities

Communication and Relationship Skills

- To develop good working relationships to effectively communicate as part of the multidisciplinary team at Undershaw, ensuring a holistic approach is utilised to support the children's development.
- To be proactive, liaising with and working in partnership with all members of the school staff team, students, parents/carers and other relevant professionals involved in the pupil's care.
- To use a range of written, verbal and nonverbal communication tools to effectively communicate with students, carers, school staff and external professionals/agencies regarding complex assessment outcomes, treatment approaches, advice and professional opinion.
- To lead and develop whole school training on integrated therapeutic practice.
- To maintain accurate, legible and complete clinical records of all client related interventions in accordance with professional standards and school policies.
- To support, advise and train school staff to incorporate therapy into the school environment through a variety of in-house training formats.

Analytical and Judgement Skills

- To use excellent clinical reasoning skills to make professional judgements and clinical decisions based on assessment findings to support the work of the education and SEND teams.
- To formulate and implement specific intervention plans to meet identified outcomes for children, including the setting of goals and timescales.
- To develop specialist programmes based on best practise, to ensure effective and efficient intervention implementation by the therapist or others e.g. education staff (individual, group, direct and indirect interventions).
- To provide advice to others; education staff, parents, regarding the management and support of children with regulation difficulties.
- To monitor the effectiveness of intervention showing awareness and use of evidence based practice and outcome measures.



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- To collaborate with other professionals and agencies around referrals, if required to address the child's global needs.
- To review and reflect on own practise and performance through the effective use of professional and clinical supervision, PDR appraisals and engage in continued professional development.
- To attend Educational Annual Review meetings where appropriate and feedback information regarding the individualised OT provision and interventions the pupil has received via a written report produced in line with the Code of Practice.
- To recognise own professional boundaries and knowledge limitations and access supervision, advice and support where necessary.

Planning and Organisational Skills

- Independently manages own time and ensures timetables are in line with specified EHCP provision, the curriculum timetable and are available upon request.
- To work with the Head of SEND to review and develop a timetable that meets the needs of the students and the school.
- Work with Head of SEND to prioritise and manage own caseload.
- To provide OT intervention as specified in pupil individualised Education Health Care Plans.
- To ensure effective universal provision programmes are in place for all phases across the school.
- To quality assure these programmes.

Professional Contributions

- To be aware of, adhere to and implement School Development Plan, Undershaw policies and procedures.
- To be proactive in developing specialist knowledge and be able to comment on and contribute ideas towards proposed service/policy developments.
- To be actively involved in the setting and monitoring of standards and policies.
- To set and maintain a high standard of clinical provision, using evidence-based practice.
- To be involved in OT provision audits where required.
- To manage resources in line with departmental budget and EHCP specifications
- To maintain accurate and up to date clinical case records, ensuring standards of confidentiality in line with school policy.
- To be responsible for the care and maintenance of equipment ensuring standards of infection control and safety are maintained.
- To adhere to the RCOT code of ethics and professional conduct and work in accordance with the standards and policies issued by the RCOT and HCPC.
- To work within the Staff Professional Code of Conduct
- To be responsible for the supervision and written assessments of OT students and junior staff where necessary, with support and guidance from senior therapists through their clinical supervision or line management.
- To be reflective and engage in CPD, both self-directed and whole school training.
- To contribute to the Pastoral Care programme in the school by supporting in form time each morning and supporting the work of the tutor team.
- To contribute to MDT meetings, attend CPD , Pastoral Meetings and other meetings as directed by the Senior Leadership Team.
- To attend Parent Consultation Evenings as requested.
- To contribute items to the newsletter, social media and website to promote and develop understanding of therapy at the school.
- To support with offsite visits and trips if required.
- To take responsibility for identifying suitable courses and training programmes to enhance professional development in line with the schools CPD policy.



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- To lead whole school training on therapeutic practise
- Any other activities, which reasonably match the level of responsibility for the post.

Commitment to Role

- Willingness to adhere to all schools aims and policies
- Awareness and understanding of Safeguarding and Child Protection Issues
- Ensure compliance with General Data Protection Regulation (GDPR)
- Promote equality of access to education, training and employment opportunities for people with additional needs, and advocate a positive attitude.
- To attend any school events such as Open Evening, Performances, Parent Consultations as required.
- To contribute to the external CPD programme when required, including visiting other schools, if needed..
- To carry out duties at break or lunch time as required.
- To support the school enrichment programme.
- To plan and run a Discovery Day activity if needed.

Safeguarding

- Set the highest standard of example in terms of safeguarding and professional behaviours in line with the most up to date guidance, including KCSIE and WTTSC and supporting and embedding these within the culture of the school.
- To take shared responsibility for all safeguarding and child protection matters arising at the school and to support all other staff in dealing with any child protection concerns that arise.
- To promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.
- To regularly attend safeguarding training and be aware of the schools safeguarding policies and procedures.

Equal Opportunities and School Vision:

- ✓ Ensure and display commitment to the implementation of the school vision and ethos.
- ✓ Always remain committed to the school's policies and ensure these are followed.
- ✓ Support and participate in raising of levels of achievement for all our students.

Additional Information:

Undershaw is committed to safeguarding and promoting the welfare of children and young people in accordance with DFE Safeguarding Children and Safer Recruitment regulations. The school expects all staff and volunteers to share this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation in the light of changing school needs. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's responsibilities and duties. You will be asked to complete additional tasks in order to meet the therapeutic needs of the students.

Signature of Post Holder:

Date:

Signature of Headteacher:

Date:

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	Recognised Occupational Therapy Degree qualification or equivalent.	Evidence of successful completion of relevant post qualification courses. An understanding of Neurodiverse presentations within a school environment.
Professional Registration	Health and Care Professionals Council (HCPC) registration. Royal College of Occupational Therapists (RCOT)	Membership of relevant special interest groups
Skills and Experience	Knowledge of relevant assessments and intervention approaches and practices, including the use of standardised assessments. Evidence of effective multi-disciplinary and multi-agency work post graduate. Experience of working with SEND Knowledge and awareness of relevant procedures and legal frameworks	Experience of working in a school environment. Experience of providing clinical supervision. Experience and knowledge of integrated therapy models within a school setting. Experience of Education Health Care Plans
Personal Attributes	Excellent interpersonal and communication skills both written and verbal. Excellent organisational skills Excellent time management and prioritisation skills. Able to work within a multi-disciplinary team. Be flexible and ready to adapt within a fast paced school environment. Willing to immerse yourself in school life.	