



JOB DESCRIPTION

Job Title:	Physiotherapist	Service Area:	Percy Hedley Foundation – Educational Services
Reports to:	Supervisory Physiotherapist Lead Clinician	Salary Band:	Band 5
Professionally accountable to:	Therapy Lead Head of School/College		

JOB PURPOSE

- To assess and provide therapy interventions for a caseload of students with complex needs within an educational setting under the regular supervision of a clinical supervisor. Supervision initially to be weekly, moving to monthly as determined by the supervising clinician.
- To develop an ability to work within an integrated way within a trans-disciplinary team to ensure that therapy targets are embedded within the curriculum.
- To maintain accurate and contemporaneous records.
- To work closely with families, carers and external agencies as required.
- To provide training and advice to families, carers, school/college staff and other professionals as required with support from more experienced physiotherapy staff.
- To use Evidence Based Practice from professional literature and CPD to inform clinical decision making

MAIN DUTIES

Clinical

- To implement safe and effective physiotherapy interventions in collaboration with students, families, carers, school/college staff and external agencies as required.
- To contribute to the initial assessment and formulation of physical needs under the direct supervision of a more experienced clinical supervisor.
- To develop assessment skills and demonstrate the ability to contribute to trans-disciplinary discussion in order to determine ongoing needs and therapy planning.

- To manage all aspects of a caseload of students following a physiotherapy assessment, working closely within the class team and under the regular supervision of a clinical supervisor.
- To produce detailed, comprehensive reports for a range of professionals and carers relating to student needs, current progress and future management, in line with PHF guidelines and expectations.
- To prepare clear therapy plans which relate to the students' Educational, Health and Care Plans and identify SMART targets which will meet documented functional outcomes.
- To demonstrate clinical effectiveness by use of evidence based practice and outcome measures following departmental guidelines.
- To compile and maintain accurate and effective case notes, following PHF Educational Services policy, under the supervision of more experienced physiotherapy staff.
- To develop a working knowledge of the educational curriculum and teaching approaches in order to implement physiotherapy targets collaboratively, with all staff and to support joint curriculum planning in relevant areas.
- To develop specific knowledge in relation to relevant aspects of SEND e.g. physical disability, complex communication needs, ASC, sensory difficulties, mental health issues etc.
- To develop skills in working with students with complex disabilities, including physical disabilities, ASC and challenging behaviour.
- To develop skills in working with relevant approaches such as Conductive Education, hydrotherapy, gross motor programmes, rebound therapy, Pilates and relaxation programmes.
- To assist students with personal care where required. This may involve assisting in the bathroom, helping with eating and drinking or delivering gastrostomy feeds, medication etc. Training will be given.
- To develop a working knowledge of current legislation relating to education e.g. Code of Practice, EHC plans.
- To communicate complex information relating to physiotherapy needs to students as appropriate, carers and the trans-disciplinary team, demonstrating empathy and ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To develop effective communication and negotiation skills and demonstrate them at all times, particularly in difficult or emotionally charged situations.
- To recognise potential conflict and breakdown when it occurs and seek advice and support to resolve issues from the clinical supervisor.
- To deal with initial complaints sensitively, avoiding escalation and seeking support immediately from the clinical supervisor.

Organisational

- To manage own time within the requirements of the educational day and caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise caseload and workload effectively with support and supervision from more experienced physiotherapy staff.
- To work with staff from the PHF Children's Homes/College Residence with support where required, to ensure consistency of approach across settings. This may involve a degree of flexibility in terms of working hours which will be agreed in advance with the clinical supervisor.
- To provide specific and relevant training and advice for carers, educational staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the students' gross motor potential.
- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other class staff.
- To assess for and implement risk assessment plans in conjunction with the trans-disciplinary team and develop them with support from the clinical supervisor.
- To be aware of and adhere to all policies and plans relating to the post and to comment on policy developments as requested, e.g. Moving and Handling, Safeguarding, Health and Safety, Data Protection, Prevent and British Values.
- To be aware of and work towards departmental development plans and to input to future planning with support.
- To participate in standard setting, prioritisation, quality assurance and other relevant working groups for the purposes of planning, monitoring and improving services.
- To monitor equipment, maintain safety and request new stock as needed.
- To participate in student placements, both physiotherapy and other disciplines as appropriate, under the supervision of more experienced physiotherapy staff.
- To raise awareness and increase the profile of the physiotherapy profession through explanation and demonstration to visitors, students and volunteers.
- To receive regular supervision from a designated clinical supervisor and develop the ability to reflect on practice with peers and the clinical supervisor to identify areas of strength and development needs.
- To participate in formal performance and development review sessions as reviewee, developing an ability to identify relevant targets and training needs.
- To be responsible for updating professional knowledge and requesting additional training or support as needed.
- To develop and maintain a personal CPD portfolio to meet the requirements of the CSP and HCPC.

Percy Hedley Foundation Educational Services operate in a demanding and often changing

environment. Members of staff must be flexible, adaptable and willing to cope with changing circumstances and opportunities. This list of duties and responsibilities must, therefore, be taken as a guide rather than being comprehensive.

Discipline, Health and Safety:

- Adhere to the Percy Hedley Foundation Health, Safety, Safeguarding, data protection and confidentiality policies at all times.
- Purchase tools and equipment from a recognised source.
- Promote Health and Safety in all therapy sessions.
- Maintain tools and equipment to a high standard.
- Carry out all activities with the student in mind.
- Develop a Health and Safety culture amongst all learners.
- Report all incidents, accidents and near misses to the Health and Safety Officer, using agreed reporting procedures at the school/ College under the direction of the supervising therapist.
- Maintain a high standard of record keeping in line with the Percy Hedley Foundation Educational Services policies and procedures and guidelines set out by the Chartered Society of Physiotherapy and HCPC.
- Maintain professional accountability to the Chartered Society of Physiotherapy and work within the CSP and HCPC code of ethics.

Equality and Diversity:

- Promote equality of access through therapy activities to training and employment opportunities for disabled people, and advocate a positive attitude and positive risk taking.
- Recognise that disabled people are individuals who have specific needs.
- Employ support strategies that will empower children and young people.
- To adapt practice to meet individual circumstances including due regard for cultural and linguistic differences.
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age.
- Recognise the importance of inclusion by using appropriate means of communication at all times.
- Be flexible, trying to meet the changing needs of both service users and environment.
- Remain objective and do not favour any gender, language or culture and comply with The Percy Hedley Foundation policy at all times.

Confidentiality:

- Respect confidentiality. All personal information about students to which you have access should be treated as confidential. Information about the students' needs, progress and assessment should only be shared with the team to aid support.

Percy Hedley Foundation Person Specification Physiotherapist - Band 5

Criteria	Essential	Desirable	Means of Assessment
Qualifications & Training	<ul style="list-style-type: none"> • Qualified PT status • HCPC Registered 	<ul style="list-style-type: none"> • Member of CSP • Evidence of successful completion of post-registration education 	<ul style="list-style-type: none"> • Application Form • Interview
Experience, Knowledge, Skills	<ul style="list-style-type: none"> • Evidence of experience in relevant areas during training. • Experience of working with children and young people with complex needs and their families. • Knowledge of current PT interventions for young people with complex communication needs, ASD, physical difficulties, sensory needs and additional difficulties. • Excellent interpersonal skills • Excellent communication skills – both verbal and written • Excellent recording and reporting skills • Proven ability to plan effectively and differentiate to meet individual needs. • Well-developed organisational and self-management skills. • Excellent ICT skills • Ability to prioritise and manage a varied caseload • Able to work independently and in a multi-disciplinary team. 	<ul style="list-style-type: none"> • Affiliation to Clinical Excellence Networks • An awareness of current legislation relating to the role • Good presentational and teaching skills • Experience of delivering training • An awareness of issues relating to mental health • Experience of working with challenging behaviour • Knowledge of hydrotherapy/ rebound therapy 	<ul style="list-style-type: none"> • Application Form • Interview

	<ul style="list-style-type: none"> • Good group management skills 		
Personal Qualities: Attitude, Behaviour, Values	<ul style="list-style-type: none"> • Ability to work as part of a team, valuing all contributions from team members • Commitment to learn new skills and be guided by the therapy team and others • Commitment to undertake any training as required • Commitment to participate in continued professional development (CPD) • Commitment to provide relevant training for colleagues. • Ability to adapt positively to changes in working practices • Ability to work under pressure and meet deadlines • An ability to cope with the emotional demands of the post • Positive, empathetic and enthusiastic attitude • Flexible and creative. • Highly organised. • Committed to equal opportunities for all 		<ul style="list-style-type: none"> • Application Form. • Interview. • References.
Special Requirements	<ul style="list-style-type: none"> • Enhanced DBS Disclosure required following interview. • Ability to travel between sites • Able to fulfil occupational health requirements for the role. 		

