



# The Northumberland Church of England Academy Trust

## Job Description

<b>Post:</b>	Senior Occupational Therapist
<b>Responsible to:</b>	Castle Headteacher
<b>Salary:</b>	Band 9: £42,403 – £46,464 pro rata (All year round/TT plus 20 additional days)
<b>Working hours:</b>	Core hours 8.30am to 4.30pm.

### Main purpose:

- To provide specialist Occupational Therapy for children with special educational needs within NCEA Castle School in Northumberland.
- To be responsible for a personal caseload of school age children, 3 -19 years, including provision of assessment and individually tailored therapy intervention and programmes for children with special educational needs.
- To take lead responsibility for the management & delivery of therapy services within school.
- To provide support,-advice and training to colleagues on issues related to special educational needs.
- Enable the staff team at NCEA Castle to develop their abilities and skills to meet the needs of their pupils, working closely with families and other educational and health professionals, to improve outcomes for children.

### General Duties

#### Communication and Relationships

- To provide and receive highly complex, sensitive or contentious information related to the specialist caseload and to impart details requiring empathy and re-assurance where there are barriers to understanding or acceptance.
- To develop positive working relationships with children, parents, carers and other professionals to encourage an accurate awareness of individual children's strengths and weaknesses.
- To work collaboratively and communicate effectively with the full range of Health, Education, Academic and Social Service professionals.
- To work as an integral member of the multidisciplinary team in school and with external health and social care professionals, contributing to the full multidisciplinary assessment of the child by discussing own and others input around children and young people's needs ensuring a well-coordinated education plan.
- To adapt a level and mode of communication appropriately to facilitate understanding with people who experience a wide range of ability and background, ensuring effective communication at all times.
- To deal sensitively on a daily basis with people who may be upset, angry, ill, not have English as a first language, have communication disorders or learning disabilities, mental health problems or other disability.
- To establish long-term therapeutic relationships in order to effect lasting behavioural change in others, including children and young people, parents, carers and other professionals.
- To motivate children and young people with highly complex difficulties to achieve the maximum effect in therapy.
- To motivate parents, teaching and support staff to achieve positive educational outcomes and ensure a positive learning environment.

- To advise on and negotiate appropriate support to help children and young people achieve therapy and educational aims.
- To convey complex information in written form that is easily understood by people who may have literacy difficulties.
- To work with interpreters to communicate effectively with families where their first language is not English.
- To deal with initial complaints sensitively, avoiding escalation where possible.
- To use highly developed negotiation skills in the management of conflict across a range of situations.
- To develop and deliver training packages for parents/carers, education professionals and appropriate others.
- To establish and maintain professional networks within clinical specialism on a national and international basis.
- To overcome barriers to understanding in children and young people, parents/carers and education staff so that an appropriate learning environment can be created which will enable the skills of children and young people to be maximised.

### Analytical and Judgemental Skills

- To analyse a wide and complex range of assessment data on engagement skills, some of which may be conflicting, from a range of informal and formal assessments and a range of situations including children's homes and schools.
- To make a differential diagnosis from a wide range of possibilities on the basis of evidence from assessment, seeking advice as appropriate
- To use highly specialist knowledge to make appropriate clinical decisions following assessment
- To consider the influence of other factors upon the child's development, including health and social influences and to take these into account in assessment and individual intervention plans.
- To develop, clear and appropriate individual intervention plans, based on best practice, from a range of options.
- To adapt planned intervention in response to the changing needs of the children or young person.
- To demonstrate the ability to reflect on practice with peers and supervisor and identify own strengths and development needs.
- To integrate evidence base into clinical practice, including the use of critical appraisal of available evidence.
- To be able to target training (formal and informal) appropriately to the needs of course participants.
- To be able to analyse school data to review and further inform therapy support for children and young people.
- To participate in objective setting, supervision and support to facilitate continuing professional development

### Planning and Organisational skills

- To manage and prioritise the needs of a personal highly specialist caseload effectively and appropriately.
- To plan and organise the workload independently.
- To co-ordinate multi-disciplinary case management where appropriate.
- To work on own initiative with flexibility and adaptability.
- To organise own time effectively, taking into account the need to work closely with a wide variety of other agencies, including Health and Social Services
- To plan and implement training programmes
- To organise specialist resources.

### Physical dexterity skill requirements

- To undertake informal assessments of physical, mental or learning disabilities skills, to identify OT needs.
- To undertake a range of formal assessments linked to OT frameworks.
- To interpret the communication of children and young people who use visual communication systems.
- To type and word process documents.
- Use of audio and video equipment

## Key results

### Care of Children and Young People and relevant others

- To provide specialist assessment, diagnosis, treatment planning and appropriate intervention for children with special educational needs and disabilities so as to achieve optimum engagement potential for each individual.
- To develop and monitor appropriate specialised intervention programmes from a range of evidence based options.
- To provide highly specialised advice to parents, teaching staff and relevant others.
- To make referrals to other professionals as appropriate, e.g. Paediatricians, Occupational Therapists, Physiotherapists and CYPs professionals.
- To write concise and accurate reports based upon assessment information and reflecting highly specialised knowledge using easily understood language.
- To assess, diagnose and submit reports for children and young people identified as having special educational needs in order to comply with current legislation.
- To support in managing the needs of children with an Education, Health and Care Plans, complying with the requirements of the SEND Code of Practice in order to ensure a holistic and integrated approach to care.
- To contribute to the review of children's Education, Health and Care Plans and the planning of children's individual intervention plans.
- To provide ongoing training and support for other involved professionals to enable them to implement agreed intervention targets and strategies as appropriate to the caseload.
- To offer advice, support and resources to families and carers to enable them to be actively involved in supporting their children.
- To provide training, supervision and support for OT Assistants, staff, volunteers and others involved in the care of children and young people on the therapist's caseload.
- To provide support to pupils and families during school holidays within contracted hours.

### Policy and Service Development

- To contribute to the development and evaluation of services for children with SEND.
- To participate in standard setting, prioritisation, quality assurance and other relevant working groups for the purpose of planning, monitoring and improving service delivery.
- To use highly specialist knowledge to contribute to inter-agency policy development, where appropriate, in order to contribute to the development of the service.

### Financial and Physical Resources

- To monitor stock and equipment levels in own service area and request new resources and assessments as appropriate.
- To be personally accountable for the management of allocated resources and share knowledge of specialist resources to enable the continued extension of skills throughout the service for the benefit of the children and young people.

### Human Resources

- To provide leadership, guidance and supervision of the work of the therapy team within school.
- To liaise with students from other disciplines as and when the need arises.
- To provide mentoring and coaching to the therapy team, OT Students and school/setting staff.

### Information Resources

- To provide statistical data as required to inform service development within school. -
- To compile accurate and up to date records and statistics to ensure maintenance of, and where possible improvement in educational standards and outcomes.
- To keep accurate, concise and contemporaneous clinical notes in-line with professional standards.
- To use specialist software for assessment intervention or to create teaching materials.
- To share information with others in order to facilitate case management, observing data protection guidelines

### Research and Development

- To keep abreast of relevant research and development in order to ensure the highest standard of evidence based practice is maintained.
- To undertake specific audit projects and research to evaluate and improve the specialist service on an on-going basis
- To occasionally supervise therapy students during the collection of data for research projects.

### Freedom to act

- To adhere to school and NCEA policies and work within the guidelines set by the HCPC.
- To independently manage a complex, highly specialist caseload.
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
- To engage in professional supervision in accordance with professional standards.
- To demonstrate a high level of clinical effectiveness by use of evidence based practice and clinical evaluation of outcomes.
- To work independently accessing appraisal within an Individual Performance Framework at pre-determined intervals.
- To attend specialist courses and undertake self-directed study as appropriate to the specialist area.

### Effort & Environment

#### Physical

- To have due regard for own personal safety and that of the children/parents or carers worked with at school/settings and during home visits.
- Frequent requirement to work at small tables and chairs for periods of up to 60 minutes.
- Frequent requirement to crawl, sit or lie on the floor for periods of up to 30 minutes
- Required to drive to and from school and homes for appointments.
- Required to carry or pull equipment weighing approximately 7kg as necessary.

#### Mental

- Frequently required to maintain intense concentration for prolonged periods on a daily basis when undertaking highly specialised assessment and therapy
- To work flexibly given the demands of the environment and including unpredictable work patterns, deadlines and frequent interruptions while preparing reports and intervention programmes.

#### Emotional

- To maintain sensitivity to the emotional needs of children, parent and carers when discussing potentially distressing information regarding the nature and implications of the child's needs

- Frequent exposure to emotional family situations and circumstances when dealing with the on-going and long-term nature of children's difficulties.
- To appropriately manage children with challenging behaviour due to their speech, language, communication and learning difficulties.

#### Working conditions

- To work within health and safety guidelines in order to deal with occasional unpleasant conditions including lice, fleas, vomit, excessive drooling, soiling and variable home and school conditions.
- To work within NCEA guidelines when driving to and from appointments and meetings including inclement weather conditions and as a lone worker in potentially dangerous geographical areas.
- To employ appropriate strategies to manage verbally aggressive or violent behaviour within the workplace or on home/school visits.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. You may be required to carry out additional duties commensurate with the level of the role.



