

Job Description

Job Title

Occupational Therapist – Mainstream Schools /Special Schools – Inclusion Support team as part of the Redbridge Children's Trust

Service Area

Children's Trust SEN/Disability Function
Children with Complex needs

Team

Occupational Therapy

Reports to

Occupational Therapy Clinical lead

Responsible for:

Occupational Therapy Assistants

Case Load allocated by:

Occupational Therapy clinical lead

Purpose of Job

To be an active member of the Occupational Therapy team taking responsibility for service provision within London Borough of Redbridge specifically as part of a targeted and planned inclusion support pathways for pupils in primary mainstream and special schools. This post is part of the whole school support service offering Occupational Therapy support in partnership with school staff, Outreach, SEN and other therapy services.

Major duties and responsibilities

- 1.To provide Occupational Therapy assessment and intervention in partnership with schools for children identified as needing OT support/intervention, school action plus or part of their Statement of SEN in Redbridge Schools.
2. To develop care packages / interventions strategies for referred to the OT services and presenting difficulties with development in some or all of the areas of self help skills, motor coordination and sensory processing affecting their participation and occupational performance in class based and school based settings.
- 3.To independently manage a case load of primary children with identified occupational therapy needs using an Inclusion Support tiered response model agreed level of intervention.
- 4.To develop and maintain the skills and knowledge required of a specialist Occupational Therapist with children in the mainstream and special school setting including appropriate screening techniques, assessments, interventions and multidisciplinary education.
5. To work with parents / carers, Education, Health Social Care and other multi-disciplinary colleagues as appropriate to assess, design and develop evidence based intervention and management plans to be implemented within

the multi-disciplinary school based teams available, and within the child's family.

6. To contribute, along with other education / health professionals to the child's Individual Education Plan to ensure that the occupational therapy aims are integrated within the targets and support plan.

7. To work with the education staff (and with other agency staff as appropriate) to provide direct and indirect intervention for individual or small groups accompanied by clearly defined aims and or objectives relating to the child's occupational therapy aims.

8. To identify, develop and deliver in-service training for education staff, other professionals, students and parents / carers and modify training packages according to the needs of training participants.

9. To input into resource development work in support of school based practice in collaboration with colleagues supporting inclusion.

10. To contribute to the development of educational provision for mainstream school children liaising with senior teaching staff and with the service leads.

11. To input into curriculum planning and curriculum adaptation as appropriate, working closely with Education colleagues.

12. To maintain a high level of concentration in all aspects of patient care at all times. Focusing on the occupational performance of the child and how elements of development may impact on a child's capacity and readiness to perform and participate in typical school settings.

13. To develop the ability to reflect on a child's occupational performance with other colleagues to identify appropriate strategies to facilitate and enhance occupational performance in all settings in the school day.

14. To include use of appropriate assisted communication systems when in direct contact with children where these are part of client's package of care.

15. To contribute to clinical teams both multidisciplinary and uni disciplinary by discussing own and others input around clients needs ensuring a well coordinated care plan.

16. To communicate complex condition related information from assessment to families, the child as appropriate and members of the multi-disciplinary team / other professions.

17. To maintain sensitivity at all times to the emotional needs of clients/carers when imparting complex /distressing information regarding the nature of the client's difficulties and the impact on individuals and their families.

18. To demonstrate empathy with families, carers and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.

19. To employ counselling skills with families/carers and children with highly complex needs.

20. To work closely with families, school staff and carers and, agreeing decision making relevant to intervention and strategies being implemented

21. To ensure that children and their parents/carers are involved in the planning and prioritisation of their care plans wherever possible.

21. To negotiate with families/carers, and others around individual child case management.

22. To demonstrate skills in motivating and engaging both children and parents /carers in the Occupational Therapy process.

23. To demonstrate good negotiation skills across a range of issues and support colleagues around case management in complex cases.
24. To recognise potential breakdown and conflict when it occurs and seeks advice and support to resolve.
25. To contribute to the induction, mentoring, clinical supervision and support of less senior staff as required by the occupational therapy clinical lead.
26. To assist junior staff and support staff in developing and implementing care plans for specialist areas based on evidence based practice.
27. To consult and be available to consult and share knowledge and skills with Occupational Therapy colleagues within Redbridge.
28. To contribute to the clinical training of Occupational Therapy undergraduates, when required, according to guidelines negotiated with the training establishments providing full student placements.
29. To supervise assistants and volunteers as required.
30. To liaise with Occupational Therapy colleagues within and outside of Redbridge Children's trust regarding individual clients, as appropriate.
31. To have a working knowledge of relevant procedures including: Safeguarding Children, SEN procedures, SENDA & DDA and other legal frameworks.
32. To be aware of and adhere to departmental, local and national Child Protection procedures.
33. To maintain thorough case notes and submit regular reports in addition to those required under the 1996 Education Act and 2001 Code of Practice.
34. To use Specialist knowledge to inform and contribute to service/policy developments around OT provision to school age pupils in mainstream primary schools and the planning of transition into primary school and onto secondary .
35. To assist in the development and provision of training to Occupational Therapy Colleagues within Redbridge Children's Trust and other professionals and carers regarding practice with school aged pupils.
36. To initiate and undertake audit work within the certain areas of practice and within the mainstream school setting.
37. To contribute to clinical governance and audit activity and OFSTED initiatives where OT services within the Children's Trust are offered.

Major duties and responsibilities continued

GENERAL DUTIES

1. To attend Service Meetings, Team Meetings, and training days, and contribute to the development and delivery of Occupational Therapy in Redbridge Children's Trust. .
2. To conform to the policies and practices within the Redbridge Children's Trust Occupational Therapy Service, Redbridge NHS and Children's Trust.
3. To maintain up to date and accurate case notes in line with COT professional standards and local trust policies using local electronic web based systems as in use.
4. To maintain familiarity with the College of Occupational Therapy's practice and clinical guidelines and be an active member of relevant professional special interest groups (SIGs).

5. To share information with others, observing information sharing and data protection guidelines.
6. To contribute to activity to enable collation of activity data accurately and regularly, ensuring the provision of such information promptly within local Trust guidelines.
7. To deal with initial complaints sensitively, avoiding escalation where possible and following Childrens Trust policy.
8. To identify personal/professional development evidenced by Personal Development Plan / Professional Portfolio developed within an appraisal framework, including objectives relating to professional specialism.
9. To attend relevant courses, meetings and special interest groups
10. To participate in the development of local practice guidelines informed by evidence for professional and practice specialism.
11. To attend relevant training and development in order to maintain and develop skills and knowledge required of an occupational therapist working in the field of primary aged children with complex needs and maintain up to date HPC registration.
12. To demonstrate the ability to reflect on practice with peers and mentors and identify own strengths and development needs.
13. To reflect on and evaluate training provided.
14. To adapt practice to meet individual patient/client circumstances and highlight the need to vary or differentiate practice to the occupational therapy team so that there is effective sharing of learning from practice.
15. To have due regard for your own personal safety and that of children/carers, in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others.
16. To demonstrate skills in handling clients with disabilities.
17. To be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions.
18. To carry out any other duties, that may arise under the direction of the Occupational Therapy Clinical lead or seniors.

WORKING RELATIONS

1. To liaise with other professionals / carers involved in client care and education. This may include a number of voluntary and charitable bodies. This post, together with all others comprising the Occupational Therapy Service, is concerned with meeting the needs of children growing up with and living with difficulties with occupational performance and sometimes identified childhood conditions disabilities. As priorities change, locations of work may also change.

Person specification

Job Title: Occupational therapist: working with children in mainstream and special schools.

Service Area

SEN/DISABILITY

Function: Occupational Therapy Team

*Method of candidate assessment: A = Application Form I = Interview T = Test
Weighting: 3 = most important, 2= less important*

Selection Criteria

A - I - T Weighting

Education and Qualifications:

- Degree/Diploma in Occupational Therapy
- HPC Registration
- Interest relevant to working with families and children including special needs e.g. autistic spectrum disorders, learning difficulties, etc.
- COT and COT specialist section membership

Experience

- Of working within an Inclusion Framework with children in Special/mainstream schools in the UK
- Of working as part of a multi-disciplinary team single resource team with other OTs
- Of working with and provision of training to professionals from other agencies
- Substantial 'paediatric' experience including child and family approaches
- Of writing SEN Statements
- Of working with children with moderate and complex physical, learning autistic spectrum needs
- Of working in a multi-cultural environment
- Of working with education service professionals in preschool or school

Skills:

- Skills in assessment of motor coordination and sensory processing concerns.
- Ability to present clearly in person; and on paper
- Good organisational skills
- Good interpersonal skills
- Ability to work independently and collaboratively within a skill mix team
- Negotiating and problem solving skills
- Good physical handling skills
- Plan and deliver intervention and advice for children in school settings as appropriate for inclusion in Individual Education Plans or equivalent
- Excellent interpersonal skills including Listening and empathy
- IT/computer skills

Knowledge:

- Of Occupational Therapy theory and practice relevant to working with children special needs and their families
- Awareness of principles of Clinical Governance/Audit

- Role of other professionals in health social and education setting
- Of relevant legislation to OT, Education and social care
- National curriculum
- Of development of multiagency/ integrated service provision
- Of working in a multi-cultural environment
- Of working in nursery /primary school setting
- Of understanding how children learn and how childhood conditions can impact on this

Other job requirements:

- Willingness to contribute to clinical training of students
- Always have empathy and sensitivity to children and their families
- Car driver, reasonable adjustment will be made for disabled candidates
- Membership of relevant SIGs/specialist sections