

## **The Queensmill Trust Occupational Therapy Service Job Description**

**Job Title:** Occupational Therapist (Lead practitioner)

**Grade:** Band 7 equivalent

**Base:** Kensington Queensmill

**Hours:** 37.5 hours per week, term time only

**Pay:** Depending on experience

**Responsible to:** Clinical Management - Therapies & Family Support Manager, The Queensmill Trust  
General Management - Head Teacher and Executive Head

### **Job Purpose/ Summary of Role:**

- To take a lead in coordinating and providing a highly specialist Occupational Therapy service to a case load of children with Autism Spectrum Disorder (ASD) and additional needs attending Kensington Queensmill School.
- To take a lead in service planning, policy and delivery of Occupational Therapy at Kensington Queensmill School in liaison with the Therapies & Family Support Manager.
- To be the lead contact for Kensington Queensmill Occupational Therapy Service and represent the service at relevant meetings and events both within and outside the school.
- To plan and deliver specialist training to Kensington Queensmill School staff, parents/carers and other professionals (as relevant to Occupational Therapy) on supporting children with Autism Spectrum Disorder in liaison with Therapies & Family Support Manager.
- To take a lead in ensuring school staff are aware of safeguarding, child protection and health and safety issues related to using Occupational Therapy approaches and equipment by providing training and writing and updating policies and risk assessments.
- To provide clinical supervision and line management to the Occupational Therapy Assistant (and in the future, as the service expands other more junior Occupational Therapists working in the service).
- To maintain a highly specialist knowledge base including MSc level training in Sensory Integration through participation in CPD activities.

## Main Duties and Responsibilities

### 1 CLINICAL/ COMMUNICATION REQUIREMENTS

- 1.1 To provide, maintain and manage an effective Occupational Therapy service.
- 1.2 To manage a caseload of children and young people (CYP) with ASD and be responsible for their Occupational Therapy assessment and treatment under the supervision of the Therapies & Family Support Manager. This includes:
  - Providing appropriate Occupational Therapy assessment and analysing clinical and social information from a range of sources to develop an appropriate treatment plan.
  - Working alongside teaching staff to ensure the delivery of individualised Occupational Therapy programmes that meet CYP's sensory needs and facilitate their development of gross and fine motor, visual perceptual/visual motor, play and daily living skills.
  - Collaborating with teachers, along with other professionals, on Education Health and Care Plan outcomes, Personal Learning Plan (PLP) goals and behaviour support plans.
  - Supporting access to and differentiation of school activities of CYP on caseload including:
    - o Assessment for and provision of specialist equipment/aids to daily living.
    - o Assessment for and provision of sensory diet equipment and programmes.
    - o Assessment for and provision of equipment, resources and programmes to support the development of motor and visual perceptual skills.
    - o Assessment for and provision of specialist seating.
    - o Assessment and recommendations for assistive technology to support recording of work and/or access to IT.
    - o Site assessment and recommendations regarding adaptation of school environment.
  - Adapting practice to meet individual needs.
  - Referring on to other services as appropriate and acting as professional lead where required.
  - Completing home visits and working closely with families, providing advice on:
    - o Transferring Occupational Therapy programmes and strategies from school into the home setting.
    - o Providing advice, adaptations and resources to support children's access to activities at home and in the community.
    - o Providing training to parents.
  - Writing baseline and annual review reports reflecting knowledge of Occupational Therapy approaches for individuals with ASD.
- 1.3 To work closely with CYP, carers and families, involving them in decision-making regarding intervention approaches, sharing assessment and condition related information clearly and effectively, particularly where barriers to understanding exist.
- 1.4 To demonstrate empathy with and maintain sensitivity at all times to the emotional needs of children, young people and their families when imparting complex or distressing information regarding their condition and the impact of this.

- 1.5 To employ excellent communication skills to encourage students and families to undertake treatment programmes.
- 1.6 To form productive relationships with others in particular parents, carers who may be under stress and/or have challenging communication difficulties.
- 1.7 To demonstrate established negotiation skills in the management of conflict across a range of situations.
- 1.8 To be responsible for making independent decisions in relation to intervention when working independently with clients and carers
- 1.9 To provide specialist advice and programmes regarding the care and management of CYP with ASD.
- 1.10 To use advanced clinical reasoning to review own caseload ensuring that intervention is meeting the needs of children and their families and carers
- 1.11 To demonstrate clinical effectiveness by use of evidence based practice.
- 1.12 To assist in the planning and initiation of new/different areas and methods of working.
- 1.13 To maintain own clinical skills in line with current evidence based practice.
- 1.14 To attend educational and multidisciplinary assessments and reviews where appropriate.
- 1.15 To maintain up to date and accurate case notes in line with COT professional standards and record intervention using verbal/non verbal and alternative methods of communication where required.
- 1.16 To write clinical reports as per departmental standards reflecting highly specialist knowledge.

## **2 MANAGEMENT AND ADMINISTRATION**

- 2.1 To provide clinical supervision to Occupational Therapy Assistant working at Kensington Queensmill including providing appraisals/performance management and contributing to personal development plans/target setting.
- 2.2 To be an effective member of the multidisciplinary team within the trust and the Occupational Therapy service.
- 2.3 To represent the Therapies Service within Senior and Middle Management Team meetings as required and when the Therapies and Family Support Manager is unavailable.
- 2.4 To undertake managerial tasks as agreed by the Therapies and Family Support Manager and Executive Head of the trust.
- 2.5 To develop and update policies related to Occupational Therapy Service.
- 2.6 To attend or ensure appropriate representation for relevant meetings.
- 2.7 To promote awareness of and explain the role of Occupational Therapy to colleagues, parents/carers and other services.
- 2.8 To provide clinical education and fieldwork placements to Occupational Therapy students from local universities.
- 2.9 To participate in the recruitment of new Occupational Therapy staff where required.
- 2.10 To undertake research projects, audit and review of the Occupational Therapy Service as agreed by the Therapies and Family Support Manager and Executive Head of the trust.

- 2.11 To write and update risk assessments related to use of Occupational Therapy resources, equipment, spaces and programmes and disseminate
- 2.12 To autonomously manage own time and prioritise caseload including caseload the Occupational Therapy Assistant within service.
- 2.13 To be familiar and comply with the contents and impact of relevant legislation related to the health, education and social welfare of children/young people and their families.
- 2.14 To be responsible for the Occupational Therapy budget for Kensington Queensmill in liaison with the Therapies & Family Support Manager including signing for orders, monitoring spending and budget planning. .
- 2.15 To write and update risk assessments related to use of Occupational Therapy resources, equipment, spaces and programmes and disseminate these to staff.
- 2.16 To conform to the policies and practices of the trust.
- 2.17 To be aware of and adhere to trust, school, local and national Child Protection procedures.
- 2.18 To maintain familiarity with the Royal College of Occupational Therapy's practice and clinical guidelines and be an active member of relevant professional groups.
- 2.19 To share information with others, observing information sharing and data protection guidelines.
- 2.20 To provide evidence and information as required for OFSTED, NAS accreditation and other inspections.
- 2.14 To contribute to development of information and advice for parents or carers through leaflets or on the school website.

### **3 SUPERVISION AND TRAINING**

- 3.1 To maintain up to date HCPC registration.
- 3.2 To develop and maintain the skills and knowledge required of an Occupational Therapist working with children and young people with ASD.
- 3.3 To receive regular supervision to ensure clinical best practice and appropriate decision making to promote learning through experience
- 3.4 To identify personal/professional development within an appraisal framework, including setting realistic objectives related to professional specialism.
- 3.5 To maintain CPD by attending relevant courses and meetings and by reading appropriate literature
- 3.6 To share new information with and provide training feedback to other staff.
- 3.7 To participate in the in-service training sessions.
- 3.8 To reflect on and evaluate training provided.
- 3.9 To act as a source of clinical expertise and advice regarding Occupational Therapy practice within Kensington Queensmill School.
- 3.10 To plan and provide specialist training packages to Kensington Queensmill staff, parents/carers and external providers. Training to be adapted appropriately to meet the needs of course participants.

- 3.11 To develop and implement evidence-based practice and client outcome measures.
- 3.12 To contribute to the clinical training of Occupational Therapy undergraduates, when required, according to guidelines provided by the higher education institutes.
- 3.13 To ensure school staff are aware of safeguarding, child protection and health and safety issues related to using Occupational Therapy approaches and equipment by contributing to development and sharing of training policies and risk assessments.

#### **4 ENVIRONMENT**

- 4.1 To work at Kensington Queensmill School as the main base and at times Queensmill School and other environments, including local nurseries and schools, using public transport when necessary.
- 4.2 To assist the school or resource bases in ensuring Occupational Therapy equipment and resources are appropriate to needs.
- 4.3 To have due regard for your own personal safety and that of children and young people and their parents/carers. In particular to have regard to moving and handling policies, restraining policies and ensure the safe positioning of self and others.
- 4.4 To be flexible to the demands of the environment including deadlines and frequent interruptions.
- 4.5 To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained.
- 4.6 To comply with relevant legislation, H&F Education department and guidelines relating to variety of work environments
- 4.7 To ensure that all persons using the aids and equipment issued to them understand their function as well as appreciate their responsibility

This is a description of the duties of the post as it is at present. This is not intended to be exhaustive and does not, therefore, form part of your contract of employment. The job will be reviewed on a regular basis in order to ensure that the duties meet the requirements of the service and to make any changes necessary. This procedure will be conducted by each manager in consultation with those working directly with him/her. You will, therefore, be expected to participate fully in such discussions.

#### **Location**

The post holder will be expected to work at any trust establishment at any time throughout the duration of his/her contract.

#### **Equal Opportunities**

It is the aim of the trust to ensure that no job applicant or employee receives less favourable treatment on grounds of gender, marital status, religion, race, colour, sexual orientation, nationality, ethnic or national origins, or on the grounds of disability. Selection for training, development and promotion will be on the basis of an individual's ability to meet the requirements of the job.

#### **Dignity at Work**

All staff should treat other staff, patients and the public with dignity and respect.

### Personal/Professional Development Planning

All staff should have a personal development plan and in conjunction with their manager, should actively determine and pursue agreed training and development needs and opportunities.

### Confidentiality

The post holder must at all times maintain the complete confidentiality of the material and information that they handle.

### Person Specification

#### Band 7 Occupational Therapist (for Kensington Queensmill)

FACTORS	ESSENTIAL	DESIRABLE
Education/ Qualifications	<ul style="list-style-type: none"> <li>• Degree or equivalent Diploma in Occupational Therapy.</li> <li>• Registration with the Health and Care Professions Council (HCPC).</li> <li>• Registered member of College of Occupational Therapists.</li> <li>• Completion of post-graduate Sensory Integration training</li> <li>• An up to date professional portfolio demonstrating reflective learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Member of professional body; COTSS:CYPF, SINET.</li> <li>• Additional training in the specialist field of paediatrics incorporating a wide range of theory and evidence based practise</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience as a specialist Occupational Therapist: Minimum 2 years of which is required to be in Paediatrics.</li> <li>• Experience of working with autistic children and young people and of using neurodiversity affirming approaches and strategies.</li> <li>• Experience of psychosocial aspects of working with families of children with severe disabilities</li> <li>• Experience managing complex cases using clinical reasoning and evidence based practice.</li> <li>• Experience working across a range of environments for assessment and treatment of children, including mainstream and special needs schools.</li> <li>• Experience of providing clinical supervision to other therapists or</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and experience of cultural differences and their impact on Occupational Therapy provision.</li> <li>• Specific experience of working within a Special Needs School for children with Autism and learning disabilities.</li> <li>• Direct experience or involvement with the research process</li> <li>• Experience of initiation or involvement in service development/projects</li> </ul>

	<p>therapy assistants.</p> <ul style="list-style-type: none"> <li>• Experience providing specialist advice and training to parents and professionals.</li> <li>• Experience contributing to EHC plan assessments and reviews.</li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• Comprehensive knowledge of the developmental stages of children and young people</li> <li>• Practical knowledge of a wide range of assessments and treatment approaches involving clinical reasoning and decisions that contribute to formulation of diagnosis.</li> <li>• Specialist knowledge and awareness of sensory and postural management for children accessing daily activities</li> <li>• Sound awareness of the psychological and social factors of dysfunction and disability</li> <li>• Knowledge of the role and boundaries of the Occupational Therapist within the multidisciplinary team</li> <li>• Knowledge of national policies relating to health and education provision for children and families.</li> <li>• Knowledge and critical awareness of current developments in Occupational Therapy practice.</li> <li>• Comprehensive specialist knowledge of autism and Occupational Therapy approaches relevant to this cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Educational Legislation and the National Curriculum</li> </ul>
Skills/ Aptitudes	<ul style="list-style-type: none"> <li>• Ability to organise and prioritise workload and delegate task to others.</li> <li>• Ability to work independently and collaboratively in a team, with a range of professionals and statutory bodies.</li> <li>• An ability to use clinical and ethical reasoning skills to analyse and interpret assessment findings, plan and evaluate intervention programme</li> <li>• Ability to undertake physical activity involved with therapeutic handling of children and young people on caseload including equipment adjustments and manual handling.</li> <li>• Ability to reflect on clinical practise and experience</li> <li>• Clear &amp; concise written skills with competency in IT skills for reports,</li> </ul>	

	<p>advice/activity suggestions and internet use to access Occupational Therapy related information.</p> <ul style="list-style-type: none"><li>• Ability to communicate clearly and sensitively with parents, carers and professionals.</li><li>• Ability to recognise and manage difference of opinion in both student related and inter-professional situations.</li></ul>	
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