



# The Sisters of the Sacred Hearts of Jesus and Mary

## Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.



<b>JOB PROFILE</b>	
Department	Therapies
Job Title	Occupational Therapist – Band 6 (Level 2)
Reports To	Clinical Lead for Therapies Team
Job Purpose	Working as a member of the whole school team responsible for maintaining and improving school standards. To ensure that students have the fullest possible access to the whole curriculum by managing a caseload of students with a complex range of special needs which may include; speech, language and/or communication difficulties, sensory, motor and perceptual difficulties to ensure they achieve this and enhanced wider social skills.
<b>JOB DESCRIPTION</b>	
<b>Main Tasks level 1</b>	
<b>Student related:</b>	
<ol style="list-style-type: none"><li>1. To manage and prioritise a specialist caseload, accessing supervision within an individual performance review framework and with due reference to professional and ethical guidelines laid down by own professional body.</li><li>2. To assess students on admission using formal assessment and clinical observation as instructed and with reference to supervision interpreting, evaluating and explaining the relevance of assessment outcomes in order to establish the nature of the students' difficulties in relation to their performance.</li><li>3. To make a differential diagnosis on the basis of evidence from assessment, seeking advice and making referrals as appropriate.</li><li>4. To devise, develop and implement treatment for students individually and in groups, differentiating the work according to individual students' changing needs.</li></ol>	



5. To demonstrate clinical effectiveness by the use of evidence-based practise and evaluation of outcomes
6. To maintain contemporaneous and accurate case notes in line with professional standards and therapy team policy.
7. To provide and monitor therapy programmes delivered by assistants and other members of school staff under supervision.
8. To work on challenging behaviour resulting from poor social understanding by supporting the student in understanding why problems / difficulties have occurred, to liaise with staff and to support students through process of repairing communication breakdown in line with school policy and in collaboration with the Inclusion Team.
9. To attend and contribute to student's annual reviews where requested and appropriate providing reports for annual and interim reviews reflecting specialist knowledge.
10. To make onward referrals to outside agencies as necessary.

**Department and school related:**

To develop the skills required to fulfil the following tasks within a supervised environment:

11. To work collaboratively within the school environment with other therapists, education and care staff, and educational and clinical psychologists
12. To contribute to the clinical discussion and the management of individual students within the therapy and teaching teams and the 24 hour curriculum.
13. To communicate clinical observations and assessment of complex specific learning difficulties to parents, carers and relevant professionals.
14. To disseminate specialist knowledge to wider staff group and parents through training, case conferences, seminars and informal meetings.
15. To share responsibility of management and training of therapy assistants provide, supervise and monitor therapy programmes delivered by assistants and other members of school staff.
16. To attend and contribute to staff meetings.
17. To attend Parent Afternoons, Open Days and other events as requested by the Principal.
18. To deliver therapeutic intervention in the residential setting onsite one evening a week from 4.30pm-7pm
19. To contribute towards and support student placements and research projects.
20. To contribute to the development of the therapy team objectives and projects in liaison with peers as directed by Head of Therapies.
21. To assume delegated tasks as requested by the Head of Therapies or Principle, including participating in working groups, policy development groups etc.
22. To contribute to the whole school development by providing input into curriculum planning and initiatives for change as directed by the Senior Leadership Team.
23. To undertake any other duties that may be required which are consistent with the grade and responsibility of the post.



### **Decision making**

1. To decide on what case load and level of responsibility to assign to the therapy assistants and support staff.
2. To contribute towards the assessment of children on interview and advise on suitability of placement through the school's placement panel as required.
3. Which strategy to use to manage student behaviour when working with individuals or with groups in accordance with school policy.
4. To recognise information that needs to be disseminated and to whom and to maintain confidentiality at all times.

### **Responsibility level**

1. To develop the skills required to fulfil the listed tasks within a supervised environment.
2. To demonstrate a high level of clinical effectiveness by use of evidence based practice and outcome measures and participate in the development of guidelines informed by evidence for clinical specialism.
3. To advise on all areas of student's therapy needs across the 24 hour curriculum and to liaise with home as appropriate.
4. To manage all areas of student need in collaboration with other professionals, both within and external to Pield Heath House School.
5. To take an active role in the training and supervision of therapy assistants.
6. To take an active role in the supervision of students on clinical placement as requested by Head of Therapies.
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### **Main Contacts within the job and reason for the contact**

Head of Therapies. – line manager, to receive advice and guidance, prioritising workload and discussing therapy outcomes.

School Principal – to contribute to the whole school planning

Students – to assess and identify difficulties and to deliver therapy

Parents – to discuss the implementation of therapy according to the individual's Education, Health and Care Plan (EHCP).

Colleagues within the therapy department – to ensure collaboration and continuity of therapy input

Teaching, support and care staff – to share knowledge about students and to provide effective collaborative input.

Counsellors – to share information about the student

Principal and senior managers – to contribute to the whole school planning

External agencies – to gather and provide information towards the total management of the student



### **Personal development and CPD.**

1. To maintain up to date registration with the Health, Care and Professions Council (HCPC) and the Royal College of Occupational Therapists (RCOT) and maintain own Continuing Professional Development (CPD) portfolio
2. To adhere to the professional and clinical guidelines and standards set by the Royal College of Occupational Therapy (RCOT), and the Health, Care and Professions Council (HCPC).
3. To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
4. To maintain an up-to-date level of theoretical knowledge of therapeutic evidence-based practice relevant to specialist area.
5. To keep up-to-date in understanding and knowledge of all new developments in the specialist area of Therapy by using all appropriate means including attending approved external training and conferences as discussed with Head of Therapies.
6. To be aware of and to adhere to current legislation as relevant to the post.
7. To attend regular in-service training such as Child Protection and other procedures in current use within the school.
8. To continually evaluate and improve clinical effectiveness through a process of peer review, outcome measures and reflective practice, establishing evidence within the paperwork to support clinical decision-making.
9. To participate in annual individual performance review process where the job description will be reviewed, objectives agreed, performance monitored and personal development needs discussed.

### **Progression Criteria**

Progression to the higher levels will be subject to work being available at that level and staff demonstrating that they meet these criteria in a meeting with the Principal and appropriate manager.

Staff will usually be appointed at the basic level in the post and will progress up the scale when they are judged by the Principal to be competent to do so. In most cases this will be after at least three years in the post.

Where external staff are recruited with at least three years' experience they may be appointed to a higher lever post if this is as advertised and agreed. Any further progression will be subject to assessment by the Principal, taking into account recommendation of the Head of Therapies.

Periods of minimum service for grades 2 – 3 may be negotiated on appointment on the basis of relevant experience in other schools and achievement of the appropriate qualifications.

Assessment during a suitable induction period will then be undertaken.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. Field Heath House School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.



*We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.*

**The Post Holder is expected to uphold the Christian ethos of the school.**

Post-holder Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **Occupational Therapist**

### **Person Specification / Behavioural Competencies**

#### **Qualifications**

- Appropriate Diploma / Degree in Occupational Therapy
- Current registration with the Health, Care and Professions Council (HCPC)
- Registered member of the Royal College of Occupational Therapy (RCOT)

#### **Essential Experience**

- At least two years post registration experience with at least one year in Paediatric Occupational Therapy
- Post graduate training relevant to Paediatric Occupational Therapy
- Extensive clinical experience including individual and group work
- Experience of working as part of a multi-disciplinary team
- Experience of working with Autism Spectrum Disorders (ASD) and sensory processing difficulties
- Experience of supervising/teaching staff/students/volunteers

#### **Abilities and Personal Qualities**

- An understanding of management of conflict across a range of challenging situations.
- Enthusiasm for the post and for the client group
- Positive attitude towards team working
- To demonstrate knowledge and understanding of national policies and procedures relevant to the specialist area
- To demonstrate knowledge of the principles of clinical governance/audit
- To demonstrate excellent negotiation skills and problem solving skills
- To demonstrate excellent interpersonal skills including observation, listening and empathy skills
- To demonstrate the ability to communicate well orally and in writing, with colleagues, parents and children
- To demonstrate excellent presentation skills, both written and verbal
- To demonstrate the ability to work as part of a team
- To demonstrate good organisational skills and the ability to prioritise within a complex working environment
- To demonstrate flexibility in approach to tasks
- To demonstrate the ability to work with children individually and in groups
- To demonstrate the desire to continue development of professional skills

#### **Skills**

- Proficient in Word Doc, Excel, Drop box, outlook and Gmail and google docs.
- Administrative skills including record keeping, collecting statistics / audit information
- Effective time management skills
- Ability to manage own caseload including prioritisation
- Ability to work effectively both alone & as a team member