



Job Description

Job Title:	Occupational Therapist
Salary:	PO3-5 (equivalent to NHS Band 7)
Line Manager:	SENDSCO/Deputy Head

Purpose of the Post

To deliver a high-quality Occupational Therapy service to Woodlane High School. The school provides education and support for pupils with a range of special educational needs, including Autism, Learning Difficulties (Mild-Moderate) and Physical Impairment (Cerebral Palsy, Muscular Dystrophy etc). The OT will design and deliver a universal and targeted offer for all pupils along with provision specified in Education Health and care Plans.

Pupils at the school have a variety of needs which include:

- Physical needs including transfers, equipment recommendations and supporting curriculum access
- Sensory needs including providing sensory strategies and diets for the classroom and other school environments
- Fine motor needs including handwriting, typing needs
- ADL based needs including support with dressing, toileting and mealtimes

Role Duties

CLINICAL/ COMMUNICATION REQUIREMENTS

- To design and deliver universal and targeted provision to pupils at Woodlane High School, a specialist education setting within the London Borough of Hammersmith and Fulham
- Universal provision requires support to be provided to pupils at a whole school level. This includes provision of education to staff, whole class therapeutic input and support, and recommendations regarding school environment and other whole school changes.
- To manage a caseload of children and young people (CYP) with a range of special educational needs on an individual level.
- To be responsible for Occupational Therapy assessment of new and existing pupils, as need is identified. This includes:
 - Providing appropriate Occupational Therapy assessment and analysing clinical, educational and social information from a range of sources to develop an appropriate intervention plan.
 - Ensuring that a student's OT-related needs and outcomes are reflected in their Education Health and Care Plans.
 - Working alongside teaching staff and parents to ensure the delivery of individualised Occupational Therapy programmes that meet CYP's functional needs which may arise from difficulties with sensory processing, motor or perceptual difficulties and facilitate their access to classroom activities and daily living skills.
 - Collaborating with teachers, along with other professionals and attendance at review meetings as required.
 - Supporting access to and differentiation of school activities of CYPs on caseload including:

- Assessment for and provision of specialist equipment/aids to daily living.
- Assessment for and provision of sensory equipment and programmes to meet occupational needs.
- Assessment for and provision of equipment, resources and programmes to support the development of motor and visual perceptual skills.
- Assessment for and provision of specialist seating.
- Assessment and recommendations for assistive technology to support recording of work and/or access to IT.
- Site assessment and recommendations regarding adaptation of school environment.
- Development of travel care plans
- Contributing to behavioural assessments and behaviour support plans.
- Onward referral to other services as appropriate and acting as lead professional where required.
- Writing annual review reports reflecting knowledge of OT approaches for CYP with special educational needs.
- To work closely with CYP, school professionals, 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.
- To ensure appropriate transition plans are in place for young people moving to a different setting.
- 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.
- To employ excellent communication skills to encourage clients, carers and school staff to undertake treatment programmes.
- To provide outcome-focused specialist advice and programmes regarding the care and management of CYP with special educational needs.
- To demonstrate clinical effectiveness and maintain own clinical skills in line with evidence-based practice.
- To assist in the planning and initiation of new/different areas and methods of working.
- To attend educational and multidisciplinary assessments and reviews where appropriate.
- To maintain up to date and accurate case notes in line with RCOT professional standards and record intervention using verbal/non-verbal and alternative methods of communication where required.
- To provide written advice for statutory assessment of special educational needs as requested and/or to contribute to child's Education, Health and Care plan by providing a report and recommendations.

2 MANAGEMENT AND ADMINISTRATION

- To be an effective member of the multi-disciplinary team within the school setting.
- To autonomously manage own time and prioritise demands of caseload on a day-to-day basis.
- To promote awareness of and explain the role of Occupational Therapy to colleagues, parents/carers and other services.
- To complete administration tasks relevant to the role.
- To have a working knowledge of relevant procedures including Safeguarding Children, SEN procedures and other relevant legislation related to the health, education and social welfare of children/young people and their families.
- To conform to the policies and practices of working in education settings.
- To comply with the Royal College of Occupational Therapy's practice and clinical guidelines and be an active member of relevant professional groups.
- To share information with others, observing information sharing and data protection guidelines.
- To lead/contribute to service development projects and contribute to multi-disciplinary/multi-agency transformation projects.

3 SUPERVISION AND TRAINING

- To maintain up to date HCPC registration, including Continuing Professional Development.
- To develop and maintain the skills and knowledge required of an Occupational Therapist working with children and young people with special educational needs.
- To actively participate in regular supervision and peer support to ensure clinical best practice and appropriate decision making to promote learning through experience.
- To share new information with and provide training feedback to other staff.
- To demonstrate the ability to reflect on practice with peers and supervisor and identify own development needs.
- To reflect on and evaluate training provided.
- To assist in developing and implementing evidence-based practice and client outcome measures.
- To act as a source of expertise and advice regarding OT practice within the school setting.

4 ENVIRONMENT

- To work in the school setting, and across additional settings as agreed with school leaders including occasional home visits.
- To assist the school in ensuring OT equipment and resources are appropriate to needs.
- 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.
- To be flexible to the demands of the environment including deadlines and frequent interruptions.
- To ensure that all persons using the aids and equipment issued to them understand their function as well as appreciate their responsibility.

Information Management

To comply with information rights legislation and the School's data quality and information management standards by applying information management related policies.

To report instances of non-compliance, errors, omissions or inadequacies in procedures to the business unit manager.

To carry out other associated duties commensurate with the post determined by the SMT.