

CRESSEY COLLEGE

Cressey College is committed to safeguarding and promoting the welfare of children; successful applicants must be suitable to work with children and will need to undertake an Enhanced Disclosure & Barring Service (DBS) and barred list checks.

JOB DESCRIPTION

Occupational Therapist

Responsible to: Headteacher

Job Purpose:

The post holder will provide assessment, treatment and advice to students and their staff teams at a special school for students with social, emotional, attachment and behavioural difficulties, and other complex needs such as ASD, ADHD, anxiety, communication difficulties and many others. The pupils attending Cressey College have a range of ages and abilities and complex special educational needs. Many will have sensory and development difficulties which have seriously impacted on their ability to learn and function in schools; they may lack confidence and motivation and some will be delayed in basic skills. A few will be diagnosed with conditions such as Dyspraxia, but many have undiagnosed difficulties. Many will have been out of education for some time, and most have had unsuccessful previous educational placements. All have Education and Health Care Plans, and many of them need OT, and have benefitted greatly from it. And in spite of all their difficulties, our students are fabulous children and people.

The post holder will be responsible for the provision of specialist interventions and assessments using evidence based / client centred practice and developmental principles to assess, plan, implement and evaluate interventions and treatment programmes. He / she will also be expected to set up and maintain accurate records associated with Occupational Therapy guidelines and according to the school's requirements.

The post holder will be a member of a multi-disciplinary therapy team comprising of an OT, a S & L Therapist, a Music Therapist, an Art Psychotherapist and a part-time Educational Psychologist. In addition to a second OT (this post) we are also recruiting a second S & L Therapist.

Responsibilities:

Clinical:

1. Be an integral member of the school and multi-disciplinary team, providing individual specialist programmes to a caseload of clients with complex developmental needs associated with their complex needs and difficulties.
2. Provide advice, training and support to staff and parents. This may be general or specific, and

may include aspects of training to new staff and to existing small staff teams, and support to whole school training.

3. Manage the OT caseload, prioritising as necessary.
4. Undertake assessments of student's emotional regulation skills, fine and gross motor skills using observations, discussions with staff, informal and formal assessment tools. Show consideration as to how these skills and needs impact on the student's functioning.
5. Implement interventions through a range of models of service delivery that reflects the needs of the students.
6. Monitor and evaluate treatment in order to measure progress and ensure effectiveness of the interventions.
7. Keep accurate case records for each student containing assessment information, aims and objectives of therapy, details of therapy provided and pertinent discussions with staff and parents.
8. Provide specialist reports both written and verbal in MDT meetings, network meetings and Annual Reviews.

Teaching, Training and Support:

9. Raise awareness amongst staff of the OT needs present across the school.
10. Provide support and supervision for the nominated OT Links at each school site.
11. Support the development of the OT service – establishing OT strategies, programmes and routines in class, group programmes, and individual treatment plans and goals.
12. Evaluate and monitor assessment and treatment methods and ensure that OT service practice follows principles of Evidence Based Practice.

Communication

13. Communicate effectively with students, staff, MDT colleagues and other agencies.
14. Advise the Head Teacher of any incident of any student whose care / health is causing concern, using the appropriate methods as defined by the school.
15. Participate in staff and student meetings and attend training sessions as required.
16. Maintain complete confidentiality on all matters concerning the school, students, staff and related work.

Management

17. To identify equipment and resources required for the delivery of the OT service within the establishment.

18. Contribute to the school's development plan, as required.
19. Contribute to the OT service development as required.
20. Adhere to and ensure the implementation of school policies.

Professional Development

21. Participate in training and structured supervision.
22. Provide in-service training.
23. Review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal.
24. Attend statutory training required by the school, i.e. Fire, health and safety

General

25. Comply with the HCPC and RCOT codes of Ethics and Professional Conduct, national and professional conduct.
26. Demonstrate an understanding of EHCPs and the impact of legislation and guidelines on service provision.
27. Demonstrate an awareness of the Mental Health Act, BAOT/COT guidelines for working with children and young people with SEMH and Autism, and the Children's Act.
28. Demonstrate non-discriminatory practice in all aspects of work.

PERSON SPECIFICATION - Occupational Therapist, Cressey College

Knowledge

1. To have an understanding of child development
2. Knowledge of learning disabilities and/or special needs.
3. Knowledge of the whole spectrum of Autistic Spectrum Disorders.
4. Sound understanding of the role of a lead OT in order to work as an Occupational Therapist in a team and to realise own clinical development goals.
5. To be fully aware of the role of OT within an MDT in order to function as a member of the team.
6. A good understanding of current best practice in OT.

Skills

8. The ability to manage own time to balance caseload.
9. Clear report writing skills.
10. The ability to assess and identify and implement a sensory diet and behaviours associated with poor motor skills.
11. The ability to plan, coordinate and organise OT programmes.
12. Assertiveness and negotiation skills.
13. Good interpersonal skills in order to treat students and to work well with other disciplines.
14. Ability to work as a team member.
15. Flexibility to meet the needs of the service – each child is an individual with distinct responses to treatment. Services need to be flexible in order to meet the need of the child and to respond to change.
16. Ability to complete a task, so that good carryover of newly acquired skills is ensured, and that treatment and supervision goals are followed through.
17. Ability to cope with interdisciplinary relations.
18. Computer literate.

Qualifications

19. BSc (Hons) Occupational Therapist
20. Current registration with the Royal College of Occupational Therapists and the Health and Care Professions Council (HCPC)

Preferable Experience

21. Graduate experience of working with children and young people with ASD, learning difficulties or challenging behaviours.
22. Experience of supporting staff from other agencies or in other work/placement settings.
23. Experience of working within a multi-disciplinary / multi-agency team.
24. Experience of auditing effectiveness of OT service.