

Job Description

Highly Specialised Occupational Therapist Band 7

REPORTING RELATIONSHIPS

RESPONSIBLE TO: **Head of therapy
Director of Learning Support Services**

CLIENT GROUP:

Orchard Hill College and Academy Trust (OHC&AT) includes:

- A specialist further education (F.E) day college providing education courses to adults with severe/profound and complex learning difficulties and/or disabilities. There are 6 sites in total for the college.
- Schools for children with special education needs including physical disabilities, Autism, PMLD, MLD and social, emotional & mental health needs. OHCAT provide all or part of the therapy provision to some of these schools.

JOB PURPOSE AND SCOPE:

- To provide clinically effective, person centered and evidence based occupational therapy assessment and intervention to learners with profound/multiple learning disabilities as well as physical disability/complex physical health needs attending the Building Skills for Independence Course at Orchard Hill College and Academy Trust
- To assist the senior therapists and Lead for Therapy in the planning and delivery of occupational therapy services to the students and their family/carers, complying with OHCAT's professional and departmental standards of practice.
- To provide support and supervision for junior staff
- To assist in the management, development and research of occupational therapy services, including service reviews. To hold responsibility for defined projects.
- To provide support and training to all teaching staff with regard to occupational therapy interventions.
- To comply with the College of Occupational Therapists Code of Ethics and Professional Conduct
- To work flexibly and travel to multiple sites as required, to include Orchard Hill College and Academy Trust and Affiliates' sites.

FUNCTIONAL LINKS:

The Occupational Therapist will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies. These will include:

1. Students and their parents/carers and advocates
2. Staff of Orchard Hill College and Academy Trust and affiliates.

3. External and internal professionals working with students
4. Community Services
5. Primary Care Trust & other relevant PCTs

DUTIES & RESPONSIBILITIES:

Clinical

- To accept clinical responsibility for a varied caseload of paediatrics and adults, and to organise this efficiently and effectively with regard to clinical priorities and use of time.
- To provide clinical assessment and intervention to learners in the service.
- To autonomously manage and treat a diagnostically varied and complex patient caseload
- To undertake risk assessments to determine appropriate management, specifically related to moving and handling, safe use of equipment. To guide and support teaching staff on manual handling procedures in the classroom.
- To plan and implement person-centered individual and/or group interventions which aim at improving functional abilities and participation in College/school-related learning activities as well as everyday life.
- To liaise with all team members and family/carers in order to provide a co-ordinated approach and ensure occupational therapy treatment is integrated into students' and pupil's objectives that support learning and skills for daily living.
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention
- To report to other team members regarding occupational therapy intervention.
- To assess, advise and order specialist equipment being aware of financial implications and restrictions. Liaise with PCT/social services/ external agencies/ parents/ carers regarding the provision and use of such equipment. To monitor new developments in specialised equipment and communicate with manufacturers. To instruct those working with the learner how to correctly use the equipment and set guidelines for its use.
- To conduct upper limb assessments and make the necessary referrals or fabricate splints as required by individual students.
- To write professional reports to be shared at review meetings, and to attend review meetings where appropriate.
- To attend an or write reports for EHCP's
- To attend College and school meetings for learners, including Parents' Evenings and Open Days etc.
- To contribute to and carry out risk assessment and risk management plans, including moving and handling.
- To keep up to date with current and new manual handling techniques.
- To be actively involved in compiling activity programmes with therapeutic aims.
- Provide day to day supervision (professional and clinical) of junior therapists and assistants as appropriate.
- To use IT and other alternative methods of communication to overcome barriers to communication e.g. simple clear language, makaton, symbols and photographs.

Administration & Management

- To manage a clinical caseload and time effectively, prioritising work as required.
- To complete and maintain accurate treatment records in accordance with BAOT Standards of Practise.
- To jointly create and files with others in the College therapy/nursing team
- To prepare and submit written reports including contributions to the interdisciplinary team reports eg Transition reports, EHCP's and review summaries
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in learners' files.
- To utilize standard College/School documentation as required e.g. equipment ordering documentation.
- To be responsible for equipment used in carrying out duties, and to adhere to departmental equipment policy, including competence to use equipment and to ensure the safe use of equipment by others through teaching, training and supervision of practice
- To be responsible for maintaining stock, advising on resources to carry out the job, and including the responsible use of petty cash.
- To participate in clinical audit.
- To be responsible for accessing regular formal clinical supervision, and ensuring supervision sessions are recorded.
- Implement policies and procedures for specialist area and propose changes to practises and procedures for own area.
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
- To represent Orchard Hill College and Academy Trust as appropriate.

Professional

- To be aware of the sensitivity required to work closely, effectively and in a professional manner with learners, parents/carers, advocates, the multidisciplinary team, College and Academy staff, Community Services, PCTs and other professionals working with students
- To respect the confidentiality, individuality, values, cultural and religious diversity of learners and to contribute to the provision of a service sensitive to these needs.
- To undertake Orchard Hill College and Academy Trust induction programme and ongoing training, including Good Practice training and Protection of Vulnerable Adults and Child Protection training.
- To participate in staff meetings, individual planning meetings, department meetings and liaison meeting with other professionals.
- To promote awareness of the role of occupational therapy within the multidisciplinary team, all team meetings and with outside agencies.
- To contribute to the induction, training and education of College staff both formally and informally.

- To maintain personal development through use of off site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To maintain own clinical professional development (CPD) by keeping abreast of new developments within the profession and ensure that practice is based on best available evidence and that learning outcomes are recorded in a portfolio.
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures as necessary to own work.
- To comply with the College of Occupational Therapists' and Health Professions Council's Code of Ethics and Professional Conduct.

General

- To be aware and comply with Orchard Hill College and Academy Trust's Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and ensuring that equipment used is safe.
- To be aware of and comply with all other policies and procedures.
- To undertake such other duties of a similar nature from time to time as may be required by the Chief Executive Officer

Notes

- Regular manual handling is an integral part of this post.
- Many of the learners have complex physical disabilities and complex health needs. These include challenging behaviour and mental health issues.
- The post holder should be prepared to work in all the College centres, and schools within OHC & AT and at affiliates' venues and be willing to undertake competency development to work in various clinical areas

This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.

This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

The post holder is expected to comply with all relevant Orchard Hill policies, procedures and guidelines, including those relating to Equal Opportunities, Safeguarding Children and Vulnerable Adults, Health and Safety and Confidentiality of Information.

Person Specification

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The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below.

QUALIFICATIONS/EXPERIENCE	Priority
1. Degree or Graduate Diploma in Occupational Therapy	1
2. UK HPC Registration	1
3. Experience with people over 16 who have severe/profound and multiple learning disabilities	1
ABILITIES, SKILLS & KNOWLEDGE	
4. Ability to lead team and work effectively with others.	1
5. Ability to review, write and contribute to policies and procedures for specialist area and in other areas of impact.	1
6. Able to make judgements based on evidence based practice and translate this for use in the clinical team environment.	1
7. Understanding of clinical governance and the implications for occupational therapy services.	1
8. Demonstrates initiative and ability to work independently, able to problem solve and prioritise own and others work.	1
9. Experience implementing the SEND reforms 2015 including contributing to EHCP's and goal setting.	1
10. Ability to demonstrate effective management of clinical caseload of adults/children with severe/profound learning difficulties and/or disabilities.	1
11. Ability to provide effective occupational therapy assessments and interventions to support individuals with sensory processing needs.	1

12. Skilled in carrying out both individual and group interventions. 1
13. Ability to communicate effectively with learners, carers and other professionals.
14. Ability to operate effectively as part of a multi-disciplinary team. 1
15. Ability to instruct and support teaching teams in a range of techniques to support learners within the class environment and in the use of specialised equipment. 1
16. Ability to co-ordinate and implement programmes of staff development internally and externally. 1
17. Ability to work closely with teaching staff in the identification of integrated learning and therapy-related individual objectives. 1
18. Ability to assess and prescribe appropriate specialist equipment 1
19. Knowledge of evaluating outcomes of intervention and ability to critically appraise own performance. 1
20. Understanding of how to access other services and agencies. 1
21. Ability to demonstrate a commitment to and responsibility for own CPD (continuous professional development) 1
22. Ability to communicate a commitment to the view that students with severe/profound and multiple disabilities can and do achieve. 1
23. A commitment to promote the Equality and Diversity Policy, Safeguarding policies, Health and Safety Policy and other College policies. 1