



Hatton School & Special Needs Centre

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Headteacher: Mr Chris Smaling

'PROUD of the Hatton Way; LEARNING, GROWING, ACHIEVING TOGETHER'

JOB DESCRIPTION

Job Title: Occupational Therapist
Salary Scale: Band 7
Hours: 35 hours / 51.07 weeks (Term Time plus 6 school holiday weeks)

Reports to: Deputy Head

Purpose of the job

Hatton School provides specialist teaching and therapy for up to 191 children from 4-11 years who have complex needs. Many pupils are also on the autistic spectrum and high level sensory needs

Hatton School provides an outstanding education for pupils in terms of effective strategies based on strong practitioner research as well as the holistic curriculum offer that promotes strong personal and social education and cognitive development.

Job Purpose and Scope

- To provide clinically effective, person centred and evidence based occupational therapy assessment and intervention to children at Hatton School
- To provide support and training to all education staff with regard to occupational therapy interventions including junior therapists.
- To work flexibly and travel to multiple sites, as required to include all Hatton School affiliated sites

Functional Links

The Occupational Therapists 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. Pupils and their parents/carer and advocates
2. School staff
3. Other professionals working with pupils
4. Community services
5. Relevant Primary Care Trusts including NELFT



Duties & Responsibilities

Clinical

- To provide an Occupational Therapy service to the school, focusing on sensory motor development and functional skills.
- To work as part of the therapy team, assessing pupils OT needs in regards to sensory, physical and self-care using both standardised and non-standardised assessments
- To use clinical reasoning skills, to analyse and interpret assessment results in order to set appropriate therapy goals and outcome measures
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention
- To provide individual or small group therapy, as required through EHCP allocation and provision maps
- 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 children's targets that support learning and skills for daily living. This could include home visits and monitoring phone calls.
- To contribute to and /or provide training to both school staff and parents.
- To work closely with the class team, including the speech and language therapists, to ensure provision is child centred and the environment enables them to realise their potential and maximise their academic, social, physical and emotional development.
- To develop and monitor OT programmes implemented by the class teams.
- To support and advise Band 6 OT's
- To assess for, advise and order specialist equipment being aware of financial implications and restrictions in liaison with reporting relationships.
- To monitor new developments in specialised equipment and communicate with the Headteacher, school team and manufacturers
- To instruct those working with children how to correctly use equipment and set guidelines for its use.
- To attend school-arranged meetings for children, including Annual Reviews, TST team meetings and Parents evening.
- To use IT and other alternative methods of communication to overcome barriers to communication e.g. simple clear language, Makaton, symbols and photographs
- To prepare for and attend tribunals for children when called by tribunal officers where Occupational Therapy needs are highlighted as significant in the reporting paperwork

Administration and Management

- To manage a clinical caseload and time effectively, prioritising work as required
- To complete and maintain accurate treatment records in accordance with the BOAT Standards of Practice
- To write professional reports to be shared at review meetings, and to attend review meetings where appropriate
- To address issues of confidentiality, consent and sharing information throughout assessment and intervention according to GDPR regulations
- To utilise standard school documentation as required
- To be responsible for equipment used in carrying out duties, 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 accessing regular clinical supervision and ensuring supervision sessions are recorded

Professional

- To be accountable for own professional action and recognise own professional boundaries, seeking advice where appropriate
- To be aware of the sensitivity required to work closely, effectively and in a professional manner with children, parents/carers and other professionals
- To respect the confidentiality, individuality, values and cultural and religious diversity of pupils
- To undertake school induction programmes and on-going training, including child protection and safeguarding, health and safety and risk management training
- To participate in staff meetings, department meeting and liaison meetings with other professionals
- To promote awareness of the role of occupational therapy within the school and home community
- 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
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal measures
- To work within professional standards as stipulated in the Royal College of Occupational Therapy and its Code of Conduct
- To support the work/development and practice of junior Therapists as appropriate

General

- To be aware and comply with the school 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 comply with and promote the school Equality and Diversity Policy
- To be aware of and comply with all other school policies and procedures
- To undertake such other duties of a similar nature from time to time as may be required by the Headteacher

NOTES

- Many of the students have complex learning and health needs. These include challenging behaviour and mental health issues. The post holder is expected to respond to challenging behaviour in accordance with the schools policies and procedures to minimise potential risk
- Given the nature of the client group, the post holder may be expected to undertake basic manual and positive handling training provided the Hatton and carry out positive manual handling techniques as required.
- The post holder should expect exposure to saliva and bodily fluids within the course of their work



- The post holder should be prepared to work in all of the school sites within scope of practice 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 line manager.

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

Person Specification – Occupational Therapist – Band 7

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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/Training

1. Degree or Graduate Diploma in Occupational Therapy
2. Health and Care Professions Council Registered (HCPC)
3. Registration with the Royal College of Occupational Therapists
4. Confirmation of Preceptorship
5. Membership of relevant Special Interest Groups
6. Post graduate training in Sensory Integration to SI Module level 2/3 (desirable, or a willingness to undertake the modules)
7. Evidence of recent training as a commitment to personal and professional development
8. Evidence of understanding the Statutory framework within which Occupational Therapy is provided (detailed knowledge of Occupational Therapy legislation, guidelines and procedures)
9. Knowledge of the National Curriculum and Statutory requirements of EHCPs
10. Knowledge of working with children with Complex Special Educational Needs including Autism



Abilities, Skills and Knowledge

11. Ability to demonstrate effective management of clinical caseload of children with special educational needs
12. Ability to provide effective occupational therapy assessments and interventions relevant to children with communication, learning difficulties and sensory needs
13. Skilled in carrying out both individual and group interventions
14. Knowledge of evaluating outcomes of interventions and ability to critically appraise own performance
15. Ability to use specialist knowledge to inform service/policy developments
16. Excellent planning and organisation skills
17. Familiarity and skill using IT systems and information packages
18. Ability to communicate effectively with children, parents/carers and other professionals
19. Ability to operate effectively as part of a multi-disciplinary team
20. Ability to instruct and support teaching teams in a range of techniques to support children within the class environment and in the use of specialised equipment
21. Ability to coordinate and implement programmes of staff development internally and externally
22. Ability to work closely with teaching staff in the identification of integrated learning and therapy-related individual objectives
23. Ability to assess and prescribe appropriate specialist equipment
24. Knowledge of how to access other services and agencies
25. Ability to demonstrate a commitment to and responsibility for own CPD (Continuous Professional Development)
26. To demonstrate excellent verbal and written communication skills
27. A high level of emotional resilience and emotional maturity
28. Ability to work independently, take on responsibility and manage change
29. Ability to use initiative, problem solve and be pro-active
30. Ability to cope effectively with competing demands and pressurised timescales and deadlines as required by the service on day-to-day basis using systems of prioritisation as appropriate



31. To demonstrate understanding of the roles of other professionals and the principles of partnership working with all staff working at Hatton School

32. Adapt and respond to requests and requirements at short notice

33. Knowledge of confidentiality and Data Protection



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