

Job description

Job title

Highly Specialist Occupational Therapist

Hours

37.5 hours worked over 41 weeks per year

Contract

Permanent – Term Time

Role profile and grade

TCS45A – Grade 5 Point 13 rising to Point 15

Salary

£48,022 rising to £52,400 with biennial increments (This full-time equivalent salary will be pro-rated to term time only £43,753 rising to £47,742)

Location

Merseyside

Reports to

External Therapy Lead

Type of DBS required

Child and Adult Workforce (We will apply for this on your behalf)

Job purpose

The purpose of the Highly Specialist Occupational Therapist role is to ensure management and delivery of a high-quality OT service, primarily to mainstream primary schools in the Liverpool area. The postholder will be a skilled and experienced practitioner who can work autonomously to provide consultancy, training, advice and direct therapy interventions for pupils and staff. The therapist will offer support to families and carers where necessary. The post-holder will work with other senior therapists and the External Therapy Lead to ensure that interventions are evidence

based and that professional guidelines are met. They will ensure smooth and effective running of the Liverpool OT service.

This senior includes supervision and management of junior colleagues within the Therapy Team. The post holder will ensure that those they manage are working within their role and recognised guidelines. They will also support them to identify their own development needs and provide support in developing clinical skills. The Trust is highly invested in providing appropriate internal and external training to support colleagues to develop areas of clinical expertise in line with service development objectives.

The post-holder will also be responsible for leading on an area of clinical specialism within Occupational therapy e.g. Sensory Integration, Handwriting. Working closely with the External Therapy Lead, this will include developing policy and overseeing local systems and procedures in line with service development objectives.

The post-holder will be experienced in delivering and monitoring a therapy service at Universal, Targeted and Specialist level, ensuring that the needs of pupil, staff and school are met. The post-holder will work flexibly and in line with Service Level Agreements/Contracts with schools and Local Authorities. Along with the External Therapy Lead, the postholder will collaborate with the Liverpool team co-ordinator to contribute to service evaluation, data collection & analysis and reporting to commissioners.

Safeguarding children and vulnerable people is a priority for all employees.

The Together Trust values: Positive, Professional, Passionate, and Supportive lie at the heart of everything we do. They guide our behaviours, provide direction, influence our culture and help us to give the best possible experience to both our staff and the people we support. The post holder is expected to share and to work within these values.

Nature of the post

Our Clinical Service team provides therapy and support to a range of settings within the Together Trust and externally. The post-holder will work independently but be an integral part of a wider multi-disciplinary team including Speech & Language Therapists, Advisory Teachers, Positive Behaviour Support practitioners, Sleep Practitioners and Psychologists.

The Together Trust is actively engaged and committed to equality and diversity within its workforce and the post holder would be expected to adhere to policies and procedures associated with these issues.

Key responsibilities

- To oversee the Together Trust's OT service for Liverpool consortia schools, adopting an innovative and responsive approach to service delivery and development.
- To line manage and provide clinical support and supervision for junior OT colleagues using a range of coaching and mentoring approaches.
- To independently manage a clinical caseload of students across a number of schools and consortia, working in collaboration with teachers and class teams.
- To undertake highly specialised assessments utilising clinical observation and judgement, combined with specialist theoretical knowledge, taking a holistic perspective of the student's needs.
- To monitor and evaluate risk within the workplace and to provide support to team members to develop risk awareness.
- To monitor, evaluate and modify treatment to measure progress and ensure clinical effectiveness of the intervention through the use of outcome measures, clinical reflection and feedback.
- To commit to providing evidence-based interventions to students.

- To liaise with parents, families and carers, external professionals and provisions, and advise on issues relating to the child's OT needs as required.
- To train and support unqualified staff in delivering programmes, ensuring they understand the boundaries of their role.
- To plan, undertake and participate in teaching and education sessions for staff, parents and carers to share specialist clinical knowledge.
- To provide assessment reports and intervention plans for individual students as required.
- To provide a written visit summary report and recommendations based on observations and information gathered from key staff in school
- To maintain clinical records in line with Trust and RCOT/HCPC guidance.
- To adhere to responsibilities placed on them by the Health and Safety at Work Act (1974) and working in line with the Trust's Policies and Procedures.
- To work in accordance with the confidentiality of information outlined in Together trust policy and procedure documentation in line with General Data Protection Regulation 2019 (GDPR).

People and Performance Management

- To undertake an annual appraisal, setting and agreeing targets linked to service development plan priorities with their line manager.
- To lead and manage the appraisal and supervision of some junior colleagues within the Occupational Therapy Team as appropriate.

- To line manage staff according to Trust policy and support, challenge and develop them in their roles, ensuring a culture of accountability at all levels.
- To contribute to school / staff development, to maintain a professional and vibrant learning community which enables others to achieve.
- To be a positive role model, treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

Service Development and Management (including Clinical Governance)

- To focus on progress, outcome measurement, and standards, reflecting best practice for staff within the clinical area.
- Influence, develop and quality assure therapy policy and innovation
- To participate in professional development maintaining compliance with HCPC regulations for mandatory training and external training opportunities.
- To take responsibility for service development in a clinical area and in line with department and operational needs.
- To actively contribute to service review and audit including progress, case files, clinical services, supervision, CPD, operational requirements, legal requirements etc.
- To lead on clinical supervision for some junior colleagues.
- To contribute to improving standards and achievement within the department using and understanding appropriate data.
- Use data to monitor progress and development within area of specialism, and then identify, implement and quality assure evidence-based intervention strategies.

- Work with the External Therapy Lead and the Liverpool Team coordinator to evaluate and report back to stakeholders on key performance indicators and contract outcomes.

To carry out other responsibilities as required by the Trust's Leadership team.

Person specification

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
Education, qualifications and training	<p>Degree (or equivalent) in Occupational Therapy.</p> <p>Postgraduate qualification in relevant area (occupational therapy, specific area of provision).</p> <p>Member of the Royal College of Occupational Therapists.</p> <p>Current registration with the Health Care Professionals Council as fit to work in the UK.</p> <p>Evidence of relevant post graduate training e.g. SI, mental health, handwriting etc.</p>	
Experience and skills	<p>Significant post qualification experience in relevant settings.</p>	<p>Experience of working with individuals who demonstrate behaviours that may challenge the resilience of staff.</p>

	<p>Experience of working in mainstream school settings.</p> <p>Experience of working with young people with complex needs including learning disabilities and Autism Spectrum Conditions.</p> <p>Experience of devising and delivering training.</p> <p>Experience of working in a multidisciplinary team</p> <p>Experience with various outcome measurement tools and relevant assessments.</p> <p>Experience providing clinical supervision.</p> <p>Experience with service development and development of clinical areas/policy/procedure.</p> <p>Excellent communication skills.</p> <p>Ability to relate well to parents, carers and school teams.</p> <p>Ability to manage own case load and work autonomously.</p> <p>Ability to critically appraise own performance so as to set priorities and to supervise others.</p>	<p>Experience of working in SEN school settings</p>
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	<p>Flexible and co-operative approach.</p> <p>Innovative thinking.</p> <p>Internet access skills and basic knowledge of Microsoft office applications - word, PowerPoint, excel.</p>	
Knowledge and understanding	<p>Knowledge of current theories and models of best practice appropriate to occupational therapy and this role.</p> <p>Knowledge of relevant assessment and outcome measures in use in daily practice.</p> <p>Knowledge of embedding therapy into learning activities.</p> <p>Knowledge of clinical governance.</p> <p>Knowledge of learning disabilities and associated conditions.</p> <p>Knowledge of Autism Spectrum Conditions.</p> <p>Knowledge of relevant safeguarding requirements and how to help young people with communication difficulties stay safe.</p>	<p>Knowledge of education provision (including key stakeholders) and EHCP process.</p> <p>Knowledge of working with a Positive behaviour Support model of intervention.</p>
Other	<p>Clean driving licence and access to a vehicle</p>	

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.

