

Occupational Therapist (Phase 1)

Service: Percy Hedley Foundation – Education Services
Responsible To: Supervisory Occupational Therapist / Lead Therapist
Salary: Phase 1 – point 19 - 26

Job Purpose

- To assess and provide therapy interventions for a caseload of students with complex needs within an educational setting under the regular supervision of a clinical supervisor. Supervision initially to be fortnightly, moving to monthly as determined by the supervising clinician.
- To develop an ability to work within an integrated way within a trans-disciplinary team to ensure that therapy targets are embedded within the curriculum.
- To maintain accurate and contemporaneous records.
- To work closely with families, carers and external agencies as required.
- To provide training and advice to families, carers, college staff and other professionals as required with support from more experienced Occupational Therapy (OT) staff.
- To use Evidence Based Practice from professional literature and CPD to inform clinical decision making

Main Duties

Clinical

- To implement safe and effective OT interventions in collaboration with students, families, carers, college staff and external agencies as required.
- To contribute to the initial assessment and formulation of occupational performance needs under the direct supervision of a more experienced clinical supervisor.
- To develop assessment skills and demonstrate the ability to contribute to trans-disciplinary discussion in order to determine ongoing needs and therapy planning.

- To manage all aspects of a caseload of students following a comprehensive OT assessment, working closely within the educational team and under the regular supervision of a clinical supervisor.
- To produce detailed, comprehensive reports for a range of professionals and carers relating to student needs, current progress and future management, in line with PHF guidelines and expectations.
- To prepare clear therapy plans which relate to the students' Educational, Health and Care Plans and identify SMART targets which will meet documented functional outcomes.
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures following departmental guidelines.
- To compile and maintain accurate and effective case notes, following PHF Educational Services policy, under the supervision of more experienced OTs.
- To develop a working knowledge of the educational curriculum and teaching approaches to implement therapy targets collaboratively, with all staff and to support joint curriculum planning in relevant areas.
- To develop specific knowledge in relation to relevant aspects of SEND e.g. physical disability, complex communication needs, ASC, sensory difficulties, mental health issues etc.
- To develop skills in working with students with complex disabilities, including physical disabilities, ASC and behaviour that challenges.
- To develop skills in working with relevant approaches such as fine motor programmes, IT access, equipment provision, sensory regulation, relaxation programmes, community skills and independence.
- To assist students with personal care where required. This may involve assisting in the bathroom, helping with eating and drinking or delivering gastrostomy feeds, medication etc. Training will be given.
- To develop a working knowledge of current legislation relating to education e.g. Code of Practice, EHC plans.
- To communicate complex information relating to occupational therapy needs to students as appropriate, carers and the trans-disciplinary team, demonstrating empathy and ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To develop effective communication and negotiation skills and demonstrate them at all times, particularly in difficult or emotionally charged situations.

- To recognise potential conflict and breakdown when it occurs and seek advice and support to resolve issues from the clinical supervisor.
- To deal with initial complaints sensitively, avoiding escalation and seeking support immediately from the clinical supervisor.

Organisational

- To manage own time within the requirements of the educational day and caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise caseload and workload effectively with support and supervision from more experienced OT staff.
- To work with staff from across the Foundation to ensure consistency of approach across settings. This may involve a degree of flexibility in terms of working hours which will be agreed in advance with the clinical supervisor.
- To provide specific and relevant training and advice for carers, educational staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the students' fine motor skills, IT access, sensory development and skills of independence..
- To develop, supervise and provide ongoing review of therapy interventions carried out by support staff or other Foundation staff.
- To assess for and implement risk assessment plans in conjunction with the trans-disciplinary team and develop them with support from the clinical supervisor.
- To be aware of and adhere to all policies and plans relating to the post and to comment on policy developments as requested, e.g. Moving and Handling, Safeguarding, Health and Safety, Data Protection, Prevent and British Values.
- To be aware of and work towards departmental development plans and to input to future planning with support.
- To participate in standard setting, prioritisation, quality assurance and other relevant working groups for the purposes of planning, monitoring and improving services.
- To monitor equipment, maintain safety and request new stock as needed.
- To participate in student placements, both occupational therapy and other disciplines as appropriate, under the supervision of more experienced OT staff.
- To raise awareness and increase the profile of the OT profession through explanation and demonstration to visitors, students and volunteers.

- To receive regular supervision from a designated clinical supervisor and develop the ability to reflect on practice with peers and the clinical supervisor to identify areas of strength and development needs.
- To participate in formal performance and development review sessions as reviewee, developing an ability to identify relevant targets and training needs.
- To be responsible for updating professional knowledge and requesting additional training or support as needed.
- To develop and maintain a personal CPD portfolio to meet the requirements of the RCOT and HCPC.

Percy Hedley Foundation Educational Services operate in a demanding and often changing environment. Members of staff must be flexible, adaptable and willing to cope with changing circumstances and opportunities. This list of duties and responsibilities must, therefore, be taken as a guide rather than being comprehensive.

Discipline, Health and Safety

- Adhere to the Percy Hedley Foundation Health, Safety, Safeguarding, data protection and confidentiality policies at all times.
- Purchase equipment from a recognised source.
- Promote Health and Safety in all therapy sessions.
- Maintain equipment to a high standard.
- Carry out all activities with the student in mind.
- Develop a Health and Safety culture amongst all learners.
- Report all incidents, accidents and near misses to the Health and Safety Officer, using agreed reporting procedures at the college under the direction of the supervising therapist.
- Maintain a high standard of record keeping in line with the Percy Hedley Foundation Educational Services policies and procedures and guidelines set out by the HCPC and RCOT.
- Maintain professional accountability to the RCOT and work within the RCOT and HCPC code of ethics.

Equality and Diversity

- Promote equality of access through therapy activities to training and employment opportunities for disabled people and advocate a positive attitude and positive risk taking.
- Recognise that disabled people are individuals who have specific needs.
- Employ support strategies that will empower children and young people.
- To adapt practice to meet individual circumstances including due regard for cultural and linguistic differences.
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age.
- Recognise the importance of inclusion by using appropriate means of communication at all times.
- Be flexible, trying to meet the changing needs of both service users and environment.
- Remain objective and do not favour any gender, language or culture and comply with The Percy Hedley Foundation policy at all times.

Confidentiality

- Respect confidentiality. All personal information about students to which you have access should be treated as confidential. Information about the students' needs, progress and assessment should only be shared with the team to aid support.

Person Specification

Essential Criteria

Skills, Experience and Knowledge

- Excellent interpersonal skills
- Excellent communication skills – both verbal and written
- Excellent recording and reporting skills
- Proven ability to plan effectively and differentiate to meet individual needs.
- Well-developed organisational and self-management skills.
- Excellent ICT skills
- Ability to prioritise and manage a varied caseload
- Able to work independently and in a multi-disciplinary team.
- Good group management skills

Qualifications and Training

- Qualified Occupational Therapist Status
- HCPC registered

Personal Qualities

- Ability to work as part of a team, valuing all contributions from team members
- Commitment to learn new skills and be guided by the therapy team and others
- Commitment to undertake any training as required
- Commitment to participate in continued professional development (CPD)
- Commitment to provide relevant training for colleagues.
- Ability to adapt positively to changes in working practices
- Ability to work under pressure and meet deadlines
- An ability to cope with the emotional demands of the post
- Positive, empathetic and enthusiastic attitude
- Flexible and creative.
- Highly organised.
- Committed to equal opportunities for all

Other Requirements

- Ability to travel between sites

Desirable Criteria

Skills, Experience and Knowledge

- Evidence of experience in relevant areas during training.
- Experience of working with young people with complex needs and their families.
- Affiliation to Clinical Excellence Networks
- An awareness of current legislation relating to the role
- Good presentational and teaching skills

- Experience of delivering training
- An awareness of issues relating to mental health
- Experience of working with challenging behaviour
- Knowledge of current occupational therapy interventions for young people with complex communication needs, ASD, physical difficulties, sensory needs and additional difficulties.

Qualifications and Training

- Member of RCOT
- Evidence of successful completion of post-registration education

Organisational Standards

The Percy Hedley Foundation operates in a demanding and often changing environment. Members of staff must be flexible, adaptable, willing to face up to changing circumstances and new opportunities. The following list of duties and responsibilities must therefore be taken as a guide and is not to be comprehensive.

Professional Duties

- Participate in the review of the Foundations Policies, Procedures and Processes
- Participate in arrangements for the performance development review process
- Participate in arrangements for further training and professional development
- Keep up to date with changes or developments within your professional area
- Fully participate in the induction and training programme provided by the Percy Hedley Foundation
- Contribute to the professional development of other staff, including the induction of new staff.

Equality and Diversity

- Promote equality of access to education, training, and employment opportunities for disabled people, and advocate a positive attitude
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower disabled people
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality, and age
- Recognise the importance of inclusion by using appropriate means of communication at all times
- Be flexible, trying to meet the changing needs of both disabled people and environment.

Discipline, Health and Safety

- Adhere to and promote Percy Hedley Foundation Health, Safety and Welfare policy at all times
- Purchase equipment from a recognised source
- Report all incidents and accidents to Health and Safety Officer
- Maintain a high standard of record keeping in line with Percy Hedley Foundation policies and procedures.

Safeguarding

- Safeguarding is everyone's responsibility.
- Percy Hedley Foundation have adopted recruitment and selection procedures, and other Human Resource Management processes, that help deter, reject, or identify people who might abuse vulnerable children/adults, or are otherwise unsuited to work with them.
- The Trustees/Governing Body are committed to promoting the welfare of children and young people/adults and staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard those in our care.

Confidentiality

- Respect confidentiality. All personal information about people using the foundations services to which you have access should be treated as confidential. Information about the people's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the Percy Hedley Foundation policy.

About Us

We are an ambitious, entrepreneurial, and innovative charitable business working in a person-centered way to meet the needs of people with disabilities and their families. We provide a range of high-quality services and seek out opportunities to inspire and support people with disabilities to achieve their ambitions. We believe that working together as one Foundation we achieve more than individual services would achieve alone. Our influence will be regional, national & international.

