Russet House School

**CHILDREN’S OCCUPATIONAL THERAPIST - PERSON SPECIFICATION**

**Responsible to: Headteacher/Deputy Headteacher** **Job Title: Specialist Children’s Occupational Therapist (band 7 equivalent)**

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| **A.** | **Qualifications** | **Essential/Desirable** | **Application** | **Interview/**  **Task** |
| 1. | A recognised degree in Occupational Therapy | E | A |  |
| 2. | Registered with the HCPC (Health and Care Professions Council) as an Occupational Therapist | E | A |  |
| 3. | Advanced Sensory Integration Practitioner Status (successful completion of modules 1-4 with SI Network, UK & Ireland or equivalent qualification) | E | A |  |
| **B.** | **Professional Experience** | **Essential/Desirable** | **Application** | **Interview/**  **Task** |
| 1. | A minimum of 10 years clinical experience in Paediatrics working with pre-school and primary aged children. | E | A |  |
| 2. | A minimum of 3 years working with Children on the Autism Spectrum using a Sensory Integration Approach (preferably within a school setting). | E | A |  |
| 3. | Demonstrates a broad experience of working with children on the Autism Spectrum who present with sensory processing differences and challenging behaviours. | E | A | I |
| 4. | Experience of working in a Special School environment supporting staff in the understanding of sensory processing. | D | A | I |
| 5. | Experience of working in a culturally and ethnically diverse school. | D | A | I |
| **C.** | **Knowledge and understanding** | **Essential/Desirable** | **Application** | **Interview/**  **Task** |
| 1. | Ability to carry out the OT process in line with the professional code of practice. | E | A | I |
| 2. | An advanced knowledge of using Ayres Sensory Integration with children on the Autism Spectrum, including the environmental accommodations and transactional supports required to support improved participation and self-regulation, preferably in a special school context. | E | A | I/T |
| 3. | Knowledge of the challenges presented when evaluating/assessing children who are non-verbal and non-compliant within a testing context; and the ability to assess and gather information using highly skilled observations within a variety of settings. | E | A | I/T |
| 4. | Knowledge of evaluation, goal planning and treatment of children on the Autism Spectrum using a Sensory Integration approach. | E | A | I/T |
| 5. | In-depth knowledge of the importance of a team approach when addressing pupil’s needs and the ability to communicate the sensory needs of the pupils effectively with school staff. | E | A | I/T |
| 6. | An ability to understand the roles of, and work effectively with, colleagues in Education, Health and Social Care. | E | A | I |
| **D.** | **Professional Skills** | **Essential/Desirable** | **Application** | **Interview/**  **Task** |
| 1. | Ability to prioritise the therapy needs of a large caseload of pupils on the Autism Spectrum in a manner which is equitable and takes account of the available resources. | E | A | I |
| 2. | Ability to provide effective and measured intervention using Ayre’s Sensory Integration. | E | A | I/T |
| 3. | Ability to provide advice and training to school professionals (who do not have an OT background) in order that they can utilise and provide sensory strategies for pupils | E | A | I/T |
| 4. | An exceptional ability to communicate children’s challenges clearly and succinctly in written format (continuation notes, reports, reviews, and emails). | E | A | I/T |
| 5. | Demonstrates effective supervision of junior colleagues on a weekly/monthly basis. | E | A | I/T |
| 6. | Demonstrate the ability to be sensitive and understanding towards the needs of pupils from a wide variety of cultural backgrounds. | E | A | I |
| **E.** | **Personal Skills** | **Essential/Desirable** | **Application** | **Interview/**  **Task** |
| 1. | To be self-motivated, organised and manage own time well, often under pressure. | E |  | I/T |
| 2. | Excellent oral, written and IT skills. | E | A | I/T |
| 3. | Good active listening skills and ability to build a team ethos with staff. | E |  | I/T |
| 4. | High level of interpersonal skills and emotional intelligence. | E |  | I/T |
| 5. | To recognise and value the individuality of team members. | E | A | I/T |
| 6. | Ability to be reflective and self-critical. | E | A | I |
| 7. | Commitment to promoting equal opportunities. | E | A | I |
| 8. | To be determined and enthusiastic. | E |  | I/T |
| 9. | To display flexibility and adaptability | E |  | I/T |
| 10. | To demonstrate a positive attitude in stressful and difficult situations. | E |  | I/T |