

PERSON SPECIFICATION
Occupational Therapy Assistant

Essential	Desirable
QUALIFICATIONS AND TRAINING	
<ol style="list-style-type: none"> 1. Experience of working with children and/or young adults with learning difficulties and/ or associated difficulties. 2. English and maths GCSE equivalent grade 4 and above 	<ol style="list-style-type: none"> 1. Experience of work in a (special) school setting 2. Experience of occupational 3. Work as part of a multidisciplinary team 4. Experience of work with challenging behavior
KNOWLEDGE SKILLS AND EXPERIENCE	
<ol style="list-style-type: none"> 1. Confidence, flexibility and emotional resilience to work within a school environment supporting children with complex needs. 2. Sensitivity towards the needs of the students with an empathetic, calm and reassuring manner 3. Demonstrable interest in occupational therapies, and the ability to reflect on the steps taken to date to build personal professional knowledge base in this field (<i>this need not be via a qualification, but an interest in working with those who have these specific needs, courses pursued, reading around the subject, actively seeking out qualified OTs for further guidance and support, a hunger to build professional knowledge in this arena</i>) 4. Demonstrable commitment to the protection and safeguarding of children and young people. 5. An understanding of the role as complimentary to pupil education, not in competition with the taught curriculum. <i>As such, the ability to work in classrooms, demonstrate good practice, and find ways of supporting classroom based staff</i> 	<ol style="list-style-type: none"> 1. Experienced, effective, proven classroom practitioner 2. Experience of and commitment to working with people who have an Autistic Spectrum Disorder, learning disability or physical disability 3. Experience of working with people who have emotional / behavioural difficulties. 4. To have knowledge and experience of therapy interventions relevant to children and young people 5. Experience of working in an educational setting. 6. an understanding of Health & safety and Risk Management Policies 7.

in interweaving best practice into the planned, taught curriculum

6. Willingness to run groups jointly with other therapists and professionals
7. Able to see the value of sharing best practice with child facing staff, by running sessions with teachers or learning support assistants. These may be classroom based, with groups of pupils, or individuals
8. The maturity to work across the school, in and out of a range of classrooms.
9. Able to balance the need to work autonomously with the need to liaising working in submission to the leadership of trained physical therapists. *This means working conscientiously, diligently and willingly on behalf of trained and qualified therapists, recording information diligently, sharing information openly and proactively. This is likely to mean working under the leadership of a rotation of therapeutic staff, all of whom have differing leadership styles, and generally working in a way that reflects high levels of competence, and engenders trust.*
10. Able to recognise own limitations and pro-active in embracing CPD to strengthen these areas, or others as directed by line managers
11. Readiness to learn any required ICT systems.
12. Able to manage the pressure of working in an intensive environment
13. Good team worker with effective interpersonal skills.
14. Clear communication skills, in written and verbal form