



Fairley House School

Paediatric Occupational Therapist Band 6 for September 2026

Full-time Band 6 equivalent and training to qualify as a specialist teacher.

Salary Band: £46,000 - £49,000 + 14.1% non-contributory pension scheme + benefits package + fully funded Level 5 SpLD Diploma qualification

Application closing date: 4th September 2026

Vacancy Information



London's leading day school for children with specific learning differences

And all of a sudden...nothing is impossible



Dear Candidate

We are delighted that you are considering an application for the post of Paediatric Occupational Therapist at Fairley House School. We hope that the application pack gives you a helpful insight into both the role and our unique school; however, if you have any questions at all, please do not hesitate to get in touch. We would be very happy to help.

Please take time to review the enclosed job description and person specification and ensure that all key areas are addressed in your application form and personal statement. This is a wonderful opportunity to join a school that truly changes pupils' lives, where Occupational Therapy plays an important role in building confidence, resilience and a sense of achievement for children with Specific Learning Differences.

Fairley House is a kind, supportive and collaborative organisation. We place great value on staff wellbeing and take real pride in our approach to professional development, induction and ongoing support. Our warm, whole school ethos is centred on understanding each child as an individual and working together to help every pupil thrive.

Our incentive package includes:

- Fairley House operates its own competitive pay scale, with salaries enhanced to reflect our status as a leading Central London SEN Independent School
- Free school lunch during term time
- Buffet lunches during INSET days
- End-of-term staff events
- Complimentary tea, coffee and fruit
- Cycle to Work scheme
- Employee Assistance Programme, including access to online counselling
- Excellent transport links, with Waterloo and Vauxhall stations and numerous central London bus routes close by
- The opportunity to work in the heart of London, with cultural landmarks such as Tate Britain, Westminster Abbey, Lambeth Palace and the London Eye on our doorstep

We are keen to welcome a diverse range of professionals who share our values and are excited to contribute to life at Fairley House. If you would find it helpful to have a confidential conversation about the role or the wider ambitions of the school, please feel very welcome to contact Sally Fenton, HR Manager, at careers@fairleyhouse.org.uk.

Yours sincerely,

Mr Marc Broughton
Head Teacher

Background of Fairley House

The school is located in central London on two sites. The senior school (Years 8 to 11) is based in Westminster, and the junior school (Years 2 to 7) is based in Lambeth. It is approximately a 10-15 minutes' walk between the two sites.

The school was established in 1982 by Daphne Hamilton-Fairley. Mrs Hamilton-Fairley was a speech and language therapist who had been providing therapy for dyslexic children at home. As a parent with four children of whom two were dyslexic, she knew how poor provision was for dyslexia in London and in the UK generally. She resolved to set up a school for dyslexic children as a memorial to her husband. She aimed to combine a medical focus: speech and language therapy and occupational therapy, then mainly delivered in hospital clinics, with education. In this respect she was a pioneer, and although provision of therapy within school is now commonplace, we stay true to her vision by pushing forward the boundaries of integrating therapy and education.

The school is thriving with around 200 pupils. In response to demand and to enable our 10-year Strategy Plan, we aim to provide support to more children and families affected by specific learning differences, including through our Assessment Centre Level 5 SpLD Diploma and other training we offer to share our pioneering approach that transforms outcomes. The school is a charity and is run by a Board of Governors.

The Fairley House future, where 'nothing is impossible'.

The future for Fairley House is certainly bright and also ambitious. We have recently purchased a new building that will become the home of Fairley House Senior School. Located close to Archbishop's Park, this development represents an exciting and strategic step forward for the school. The new site will enhance educational continuity and strengthen synergy across all phases of the school, supporting a coherent and progressive learning journey for our pupils.

The proximity to extensive green space and the facilities within the park will enrich the curriculum, offering valuable opportunities for outdoor learning, wellbeing, and physical development. This investment reflects our commitment to growth, sustainability, and long-term planning, ensuring that Fairley House School is well positioned to thrive and to meet the evolving demands of the independent education sector.

Distinctive features of the school.

We are widely recognised as the leading day school for students with Specific Learning Differences (SpLD). Our success lies in a genuinely *transdisciplinary* approach, where specialist teachers and therapists, work collaboratively to support every pupil. Lessons are informed by deep specialist knowledge and shaped around the individual child, ensuring teaching strategies, interventions and pastoral support are fully integrated. This joined-up approach enables students to understand how they learn best, build confidence, and achieve academic success alongside strong wellbeing and independence.

Paediatric Occupational Therapist

We are looking to appoint an experienced Band 6 Paediatric Occupational Therapist- Full Time to join our multidisciplinary team in Central London (SW1) from September 2026.

This is a unique opportunity for a therapist who is eager to develop highly specialist skills within a leading school for children with specific learning difficulties (SpLD). Alongside your clinical role, you will complete our prestigious Level 5 SpLD Diploma, gain a specialist teaching qualification, and deliver targeted literacy and numeracy interventions/teaching to small groups of students.

Working within a collaborative, evidence-informed environment, you will play a key role in supporting children to achieve their full potential while developing expertise that sets this role apart from traditional paediatric occupational therapy positions.

Training and/or experience in Sensory Integration and the CO-OP Approach would be highly desirable.

Fairley House is an outstanding independent school specialising in the education of students with Specific Learning Differences, including dyslexia, dyscalculia and dyspraxia. We are proud of the transformative impact we have on our students' lives through our small class sizes, highly personalised approach, and exceptional curriculum. Our approach delivers life-changing educational outcomes and empowers every student to thrive.

You will work closely within a transdisciplinary team of educational psychologists, speech and language therapists, learning support assistants and specialist teachers, contributing to a highly collaborative and supportive environment.

Our Occupational Therapy provision is diverse and rewarding, encompassing assessment, direct therapeutic intervention and classroom-based support. You will use a range of evidence-based approaches and the latest assessment tools to support students with a variety of needs, managing a stimulating and varied caseload. We run a variety of targeted groups including handwriting, typing, motor maths, executive function and sensory motor skills.

We are committed to supporting your success and professional growth. You will receive a comprehensive induction, mentoring and ongoing support to help you transition into the role. Fairley House offers excellent opportunities for continued professional development through our extensive INSET programme, parent-professional learning events and access to external training courses.

For further information, or to arrange a confidential chat with our Lead Occupational Therapist or to request an application form, please contact Sally Fenton, HR Manager, at careers@fairleyhouse.org.uk.



Occupational Therapy Job Description

Job Title: Specialist Occupational Therapist (SpLD)

Band Equivalent: 6

Responsible to: SENCo; Lead Therapist

Accountable to: Head, Deputy Head, SENCo; Board of Governors

Responsible for: The assessment, planning and delivery of high-quality occupational therapy services to students enrolled at Fairley House School.

JOB PURPOSE

To provide a high-quality paediatric occupational therapy service to a caseload of children with Specific Learning Differences (SpLD), including children with statutory needs within the school setting.

Successful completion of the level 5 Diploma SpLD and providing intervention/teaching of word study, reading or maths to a group of students (up to 12 students)

MAIN DUTIES AND RESPONSIBILITIES

I. CLINICAL

- To be responsible for providing high-quality assessment and recommendations for prospective students referred to Fairley House School and to provide timely verbal and written feedback to parents.

- To provide high-quality assessment and intervention for students enrolled at Fairley House School and to document and disseminate results and progress to relevant staff and parents.
- To write high-quality reports reflecting student strengths and needs, guided by sound clinical reasoning skills and recommendations.
- To contribute to providing optimal education opportunities for students with specific learning differences through a tiered therapeutic framework: the whole school Fairley House transdisciplinary approach, targeted support and direct intervention.
- To be responsible for maintaining clinical caseload (in collaboration with senior colleagues) ensuring that clinical governance, quality assurance and OT professional standards are met. This includes working with children on a 1:1 basis and in small groups where students' specific differences are identified, and appropriate programmes are established and implemented.
- Maintaining up-to-date record keeping including progress notes, reassessment reports and other required record keeping.
- Delivering high-quality therapy in class in liaison with teaching staff.
- Consultation with teachers regarding seating, fine motor skills, motor planning and organisation, sensory modulation, handwriting and ocular-motor issues in relation to specific children, groups of children and/or classes.
- To assess the child's abilities and needs and then, as necessary, plan and instigate appropriate therapeutic intervention.
- To use developing clinical reasoning to review own caseload (in collaboration with senior colleagues) to ensure intervention is meeting the needs of the students.
- To reassess children as required and write a report for parents and the pupil's file.
- To ensure that relevant staff are informed of the outcomes of assessment and treatment.
- To inform parents if therapy is amended or discontinued due to good progress.
- Assessment, reporting, contributing to and attending Annual Reviews of children holding Statements of Special Educational Need/EHCP.
- Producing termly IEPs, IEP reviews and school reports on children under their care.
- Conducting parent consultation meetings, in conjunction with teachers.
- Be involved in arranging Orthoptic screenings for the new students, reviewing children with persistent ocular-motor differences, informing parents/teachers of the

results, and inputting data onto the computer for the attention of staff (in collaboration with OT team). Communicating orthoptic recommendations to parents and teachers, monitoring recommendations and feeding back to orthoptists.

- Assessing handwriting speed for access arrangements where appropriate.
- Providing home programmes for children with differences in the areas of fine and gross motor skills, handwriting, DCD, sensory processing differences where appropriate and relevant and regular review of these.
- Participating in the planning, organising and delivering of in-service teacher training.
- Participate and deliver external courses where required.
- To maintain own clinical skills in line with current evidence-based practice.
- To maintain up-to-date CPD.
- To complete the Fairley House Level 5 Diploma in SpLD.
- Upon completion of the Fairley House Level 5 Diploma in SpLD, deliver specialist teaching/intervention in word study, reading or maths for groups of up to 12 students.
- To work across both sites (Junior and Senior School sites) as required and as determined by caseload needs and the Lead Occupational Therapist.

2. MANAGEMENT AND ADMINISTRATION

- To be an effective member of the transdisciplinary team as well as the occupational therapy service. This entails maintaining close liaison, including working with speech and language therapists, educational psychologists, ELSAs and teaching staff to provide a holistic and informed approach towards therapy and the curriculum.
- To attend or ensure appropriate representation for relevant meetings including occupational therapy development, special provision and whole staff meetings.
- To ensure that all recording is maintained and up to date. This includes multi-disciplinary assessment reports, reassessment reports, case notes, information entered onto the electronic database, IEPs and school reports.
- To participate in regular reviews of the occupational therapy service.
- To be familiar with and comply with the contents and impact of relevant legislation related to the health, education and social welfare of children/young people and their families.

- To be responsible for managing a personal timetable (in consultation with SENCo/Lead Therapist) ensuring that lessons start and finish at the appropriate time.
- Participating in normal rota duties such as lunch and break duties and providing duty cover in case of staff absence/illness, where appropriate.
- Supporting the school behaviour policy and contributing knowledge and skills on children's social development.

3. SUPERVISION AND TRAINING

- To actively participate in the giving and receiving of supervision relating to clinical work and job performance, including participation in individual staff appraisal.
- To receive regular supervision to ensure clinical best practice and appropriate decision making.
- To set realistic professional goals and targets in collaboration with the Leadership Team during Appraisal.
- To provide clinical support to junior staff and students regarding OT practice within the Fairley House School occupational therapy service.
- To complete the Level 5 Diploma in SpLD (or equivalent) training in the teaching of children with specific learning differences.
- To maintain CPD by attending school INSET days, relevant courses and meetings and by reading appropriate literature. To share knowledge with others.
- To assist in developing and implementing evidence-based practice and client outcome measures commensurate with knowledge and experience.
- To maintain confidentiality of information consistent with Fairley House School policies.

4. ENVIRONMENT

- Contributing to maintaining FHS as a safe and healthy environment.
- To participate in maintenance and ordering of OT specific equipment and tools.
- To comply with relevant legislation and policy relating to the school's [working](#) environment.

- To ensure that all persons using equipment provided understand their function as well as appreciate their responsibility to ensure its safe use.

ADDITIONAL INFORMATION

Professional Standards

All staff must read, understand and comply with current school policies. All staff employed in recognised professions are required to ensure they work to the professional standards and/or Codes of Practice set out for their professional group. All staff are required to maintain up-to-date registration with the appropriate professional bodies e.g. HCPC

Equal Opportunities and Dignity at Work

Fairley House School aims to ensure that no employee receives less favourable treatment on the grounds of race, colour, creed, nationality, ethnic or national origin, sex, marital status or on the grounds of disability, sexual preference, or is placed at a disadvantage by conditions or requirements which cannot be shown to be justifiable. Selection for training and development and promotion will be based on an individual's ability to meet the requirements of the job. To this end, Fairley House School has an Equal Opportunities Policy, and it is for each employee to contribute to its success. All staff should treat other staff, students, families and the public with dignity and respect.

Staff Development

All staff should have a personal/professional development plan and, in conjunction with their line manager, should actively determine and pursue agreed training and development needs and opportunities.

Person Specification: Occupational Therapist

	Essential	Desirable
Qualifications	Good honours degree Membership of the Health Professionals Council Membership of the Royal College of Occupational Therapists Evidence of, and commitment to, continuing professional development Willingness to undertake the Level 5 (SpLD) diploma through Fairley House	Specific learning differences qualification Postgraduate qualification in Sensory integration and/or the Cognitive Orientation to Performance model (Co-Op)
Experience	The therapist should have experience in: Working with children with specific learning differences Standardised Paediatric Assessments including: MABC-3 VMI DASH-2 Therapy provision	Other relevant specialisms, such as Autism Sensory integration Cognitive Orientation to Occupational Performance Model Trauma and Sensory Attachment
Knowledge and understanding	Therapists should have knowledge and understanding of: Specific learning differences, including dyslexia, dyspraxia and specific language impairment Assessments Good report writing Knowledge of EHCP's and the annual review process Effective therapy techniques Up to date CPD	In addition, therapists might also have knowledge and understanding of: Transdisciplinary working Sensory integration Cognitive Orientation to Occupational Performance Model Trauma and Sensory Attachment

	Working on a withdrawal basis Working in a classroom in collaboration with the teacher Legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. Upon completion of the Diploma in SpLD, transfer knowledge and skills to providing intervention/teaching to a small group of students for word study, reading or maths	
Skills	Therapists will be able to: Promote the school's aims, ethos and whole school approach to specific learning differences Provide interesting, multi-sensory therapy sessions Manage behaviour positively Write IEPs with SMART targets based on initial assessment or previous IEPs Work collaboratively with other adults in the classroom Plan sessions collaboratively with teachers Develop effective relationships with pupils, parents, staff, governors and other stakeholders Communicate effectively (both orally and in writing) to a variety of audiences Develop literacy and numeracy in children with specific learning differences	In addition, the therapist might also be able to: Develop initiatives which improve the school Present courses and training to colleagues, parents and other stakeholders.

	Contribute to a happy, challenging, effective learning environment. Ability to set up equipment for motor classes (OTs)	
Personal characteristics	Committed Empathetic Enthusiastic Dynamic Organised A reflective practitioner Able to work in a fast-paced and demanding environment Resilience	

Level 5 Diploma in Teaching Learners with Specific Learning Differences (Dyslexia)

At Fairley House School, we are committed to investing in our staff and developing specialists in the field of Specific Learning Differences (SpLD). As part of this commitment, eligible therapists and English/literacy teachers have the opportunity to undertake our highly regarded Level 5 Diploma in Teaching Learners with Specific Learning Differences (Dyslexia).

Delivered by Fairley House's expert multidisciplinary team, including specialist teachers, therapists and educational psychologists, this recognised qualification equips professionals with the knowledge and practical skills to become accredited specialist teachers. Graduates gain expertise in assessment, intervention and teaching strategies that transform outcomes for pupils with dyslexia and related learning differences.

As the only Central London provider of this qualification, Fairley House offers a unique learning experience, combining academic study with hands-on practice in a leading specialist school. Participants benefit from small tutor groups, personalised support, blended learning options, and the opportunity to learn alongside professionals from a variety of educational settings.

This exceptional professional development opportunity reflects our commitment to nurturing talent, advancing careers and ensuring our pupils receive the highest quality specialist support.



Safeguarding & Child Protection

Safeguarding and promoting the welfare of children is a fundamental responsibility of all staff. The postholder is required to adhere to the school's safeguarding and child protection policies and procedures, to maintain appropriate professional boundaries, and to act promptly on any safeguarding concerns in line with statutory guidance and School procedures.

Why work at Fairley House School?

Comments from staff

“What I love most about working at FHS is the truly collaborative, holistic approach to supporting our pupils. Working across different context, therapy sessions, lessons and lunchtime activities allows me to ensure the skills I develop with pupils are meaningful and transferable throughout the school day. I value the opportunity to plan and co-teach alongside creative, highly skilled teachers, working together towards shared goals.

The children themselves are incredibly inspiring. Many pupils arrive with low confidence after difficult educational experiences, yet they show remarkable resilience and determination. Seeing their self-esteem grow as they recognise their own achievements and rediscover belief in their abilities is one of the most rewarding parts of working at Fairley House.”

Alex

“I was on my way home from a parents evening and was yet again reminded how fortunate I am to be working at Fairley House. After a particularly emotional meeting, I left close to tears when a mother described how much her daughter had flourished since being at the school. On a daily basis I know that I am contributing to unlocking the potential of children who previously have seen themselves as a failure. I work alongside a fantastic team and together I know we make such a difference to our students and their families, giving them a safe haven in which they can achieve their potential”.

Miriam



Ready to apply?

Please contact Sally Fenton our HR Manager at careers@fairleyhouse.org.uk about this vacancy if you require further information, would like to book a tour or for an application form.

Please see our website for more details about the school and our prospectus. www.fairleyhouse.org.uk

Closing date for applications: 4th September 2026

Interviews to follow during early September

We reserve the right to close this vacancy early and make an appointment before the closing date if a suitable candidate is identified, so early applications are encouraged.

Fairley House School is committed to the safeguarding of children and young people. All applicants must be willing to undertake an enhanced DBS check. CVs not accepted – application forms only