**Person Specification for Occupational Therapist**

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| --- | --- | --- | --- | --- | --- |
|  | Essential | Desirable | Assessed via |  |  |
| **Qualifications** | | | | | |
| BSc (Hons) in Occupational therapy or equivalent qualification | 🗸 |  | Application form  Certificates checked at interview |  |  |
| Registered with HCPC | 🗸 |  |  |  |
| A relevant qualification in sensory integration therapy | 🗸 |  |  |  |
| GCSE pass grades (C or above) in English, maths  *or equivalent.* | 🗸 |  |  |  |
| **Experience** | | | | | |
| Experience working in a specialist school for young people who have very complex needs including PMLD, SLD and autism. | 🗸 |  | Application form |  |  |
| Band 7 experience as an OT | 🗸 |  |  |  |  |
| Able to design and deliver sensory integration programmes | 🗸 |  | Application form |  |  |
| Liaison in complex environment including with different service providers | 🗸 |  | Application form |  |  |
| Working with parents to ensure they are able to deliver OT programmes at home | 🗸 |  | form |  |  |
| **Knowledge and Skills** | | | | | |
| Understands the needs of students with learning difficulties including PMLD and ASD | 🗸 |  | interview |  |  |
| Expert knowledge of children and young people who have sensory integration difficulties | 🗸 |  | Task/form |  |  |
| Able to train, motivate and manage staff, securing their commitment to providing a high quality service to pupils and families. | 🗸 |  | task |  |  |
| Able to, speak and write in grammatically correct English. | 🗸 |  | Interview/task |  |  |
| Competent in using ICT both within role and in recordkeeping systems | 🗸 |  |  |  |  |
| Ability to speak more than one language. |  | 🗸 | interview |  |  |
| Able to drive a minibus. |  | 🗸 | interview |  |  |
| Understands safeguarding procedures relating to the role. | 🗸 |  | interview |  |  |
| **Personal Qualities** | | | | | |
| The candidate is willing to put our students needs at the centre of all they do at work. | 🗸 |  | interview |  |  |
| Excellent interpersonal and communication skills. | 🗸 |  | interview |  |  |
| Tactful, diplomatic and sensitive to the needs of others | 🗸 |  | interview |  |  |
| Excellence record in both attendance and punctuality. Not in Management of Absence process. | 🗸 |  | Reference |  |  |
| Able lead others, motivating and achieving high level of performance from school education staff. | 🗸 |  | Interview  task |  |  |
| Self motivating and able to take strategic lead. | 🗸 |  | Task in tray |  |  |
| Sensitivity to the challenges faced by students, staff and families. | 🗸 |  | Task in tray |  |  |
| Approachable, polite and professional. | 🗸 |  | Interview |  |  |
| Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required. | 🗸 |  | interview |  |  |
| Flexible. Able to manage last minute changes when required. | 🗸 |  | interview |  |  |
| Physically able to undertake all aspects of the role . | 🗸 |  | interview |  |  |
| High expectations of self and others. | 🗸 |  | interview |  |  |
| Well-groomed and presented in line with requirement of the role. | 🗸 |  | interview |  |  |
| Committed to equality of opportunity for all. | 🗸 |  | interview |  |  |

The duties of this post will change and develop over time. It is the manager’s responsibility, in conjunction with the post holder, regularly to review this document and amend it when necessary.