



# OCTAVIA HOUSE

Sector-Leading Therapeutic Schools

## JOB DESCRIPTION

### OCCUPATIONAL THERAPIST

<b>JOB ROLE</b>	Occupational Therapist
<b>PERFORMANCE MANAGED BY</b>	Vice/assistant principal
<b>SALARY</b>	£25,000–£45,000

**This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually as part of the performance management process. It is not exhaustive and the post holder may be required to undertake other duties as reasonably required by their line manager or any member of the leadership team. All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks.**

#### SUMMARY

As well as offering individual occupational therapy sessions, the occupational therapist will have a therapeutic presence across the schools, lead whole-staff training with a focus on occupational therapy strategies, interventions and key theories, and they will be an ambassador for the Octavia House brand and vision. Part of the role will be to ensure that we continue on our journey to truly integrate therapy & learning. The successful candidate will be a flexible team-player and be able to offer therapeutic interventions that aid pupil's emotional and physical well-being, they will use key theories such as zones of regulation and sensory integration to support development and access learning.

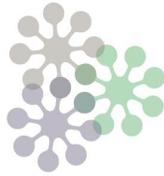
They will be a role-model of best practice and demonstrate support and care of our pupils at the very highest of levels, with the confidence and commitment to establish a long-term occupational therapy practice within Octavia House schools.

The occupational therapist will be able to draw upon their knowledge, skills and expertise, to work effectively with pupils who present with challenging behaviour and complex social, emotional and learning needs. The purpose of the role is to work collaboratively with colleagues (teaching, support and therapeutic) to maximise progress for pupils at Octavia House, specialist independent therapeutic schools. The occupational therapist may work one to one with a specific pupil or may support a small group or whole class, depending on need. The occupational therapist will also support the successful operation of all aspects of the school, as part of our seamless approach to therapy and education.

## CORE RESPONSIBILITIES (NOT EXHAUSTIVE)

**In addition to the core and general responsibilities (below), this role also includes the following:**

- **To plan, resource & prepare effective and engaging therapy programmes for pupils (supported by the teacher and leaders)**
- **To liaise professionally with colleagues as appropriate**
- **To build positive working relationships with families**
- **To ensure that pupils are supervised and safe at all times**
- **To plan, lead and deliver whole-staff OT-specific training, according to individual knowledge/experience**
  
- To ensure that occupational therapy is facilitated ethically, safely and with consent from parents/carers/pupils
- Support the assessment of pupils to determine those in need of additional occupational therapy interventions – referring pupils for 1-1 or group interventions with either a direct or in-direct approach
- To provide levels of support to ensure pupils can access their learning, identifying their individual needs and tailoring their therapeutic programmes accordingly
- To complete regular therapy reports on pupil progress, documenting both indirect and direct interventions and all therapeutic support that is implemented to support development
- To provide detailed information within full reports to assist with pupil annual reviews, to a high standard that may be shared with external professionals where required
- To keep accurate and concise therapy notes, which are to be stored securely, to ensure confidentiality
- To facilitate effective, smooth transitions within the school day, between terms and transitions between sites
- To be available to support both staff and pupils throughout the school day, through a combination of planned interventions, modeling of in-class strategies and ad hoc OT activities to support the emotional regulation of pupils
- To collaborate with both learning team and therapy team, creating own timetable and integrating occupational therapy into the day to day running of the schools
- Work closely with teaching and other therapeutic staff with the development and implementation of pupil progress plans
- To regularly communicate with the families of pupils receiving occupational therapy input
- To attend all therapy meetings and open days for parents and carers
- Attend and participate in regular meetings, training and other continued professional development as required, contributing to the overall ethos and aims of the school
- Attend relevant meetings with fellow professionals, parents and pupils, including leading communication with families at parent/carer open days and team around the child/family (TAC/TAF) meetings
- To organise and attend individual external supervision, that will support the therapist with the transference that may occur from working closely with pupils who have experienced adverse early years experiences (ACES)
- Support the reintegration back into learning following extended absence
- Maintain total confidentiality with regard to pupil data and other information related to the school as stipulated in your contract of employment
- Be aware of, and comply with, policies and procedures relating to child protection; health and safety; bullying; confidentiality and data protection, reporting all concerns to a senior leader.



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- Be aware of and support differences and ensure all children have equal access to opportunities to learn and develop
- To comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

## PERSON SPECIFICATION OCCUPATIONAL THERAPIST

### SKILLS & TRAITS (ALL ESSENTIAL)

- Outstanding communication skills (with pupils, families & professionals)
- Strong ability to work constructively and collaboratively at all times as part of a unified team
- Strong ability to work successfully with children with extremely challenging behaviour
- Reflective & eager to progress professionally
- Attention to detail, including in terms of presentation, punctuality and supporting the maintenance of an attractive environment for therapy & learning

### KNOWLEDGE & UNDERSTANDING (ALL ESSENTIAL)

- Outstanding knowledge and understanding of occupational therapy, including areas of specialism, wider therapies and their applications
- Demonstrate an advanced understanding of child development and strategies for pupils with SEMH, developmental delay, specific learning and mental health needs (PTSD, ADHD, ASD)
- Understanding of mental health in children, psychological damage, trauma and the impact of adverse early years experiences and mental health difficulties on child development, attachment and behaviour – with an understanding of how occupational therapy can support reparation and development
- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- General understanding of the national curriculum and school provision with a willingness to engage in further training where appropriate

### QUALIFICATIONS, TRAINING & EXPERIENCE

- Successful completion of an accredited occupational therapy programme, with certification & associated registration with appropriate body (i.e. HCPC) (essential)
- Experience of working with children & young people in challenging contexts (essential)
- High level of competence in English and mathematics (essential)
- An appropriate level of experience of operating in the classroom (or similar) environment with children with SEMH who present challenging behaviour (essential)
- Experience of working with sensory integration (desirable)
- Further training or qualifications related to therapy, children & young people, special educational needs and/or leadership & management (desirable)