JOB DESCRIPTION

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| **JOB TITLE** | Occupational Therapist (Sensory Integration) |
| **Hours of Work** | Full time, Term time only |
| **Responsible to:** | Deputy head/ therapy lead |
| **Salary Range:** | AFC Band 6 or 7 depending on experience |
| **Qualifications:** | BscOT or equivalentPost graduate training in sensory integration or willingness to complete sensory integration training, |

Stepping Stones school is a small non-maintained special school, located across 2 sites in Hindhead Surrey

We currently make provision for up to 95 children aged 7 – 18 years, with a range of mild disabilities including acute or chronic medical conditions, a range of physical disabilities and those youngsters whose mental and/or emotional health is at risk.

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| **MAIN DUTIES** |

To carry out assessments of students with mild high functioning autistic spectrum disorder, anxiety-based disorders, mild physical disabilities and specific learning difficulties. Working in an educational setting, to deliver appropriate treatment plans.

To provide a high quality therapy service to the students at Stepping Stones School

To provide sensory integration occupational therapy in line with EHCP

To work as part of a multidisciplinary school team.

To contribute to annual reviews and EHCP.

**Main Responsibilities**

1. To assess the students Sensory, postural, functional, social, and educational needs.
2. To assess the students’ development of personal and domestic independence skills.
3. To devise and implement an appropriate programme of intervention to meet individual need.
4. To assess, devise and oversee delivery of sensory integration programmes.
5. To work with students towards transition to the next steps.
6. To monitor and review progress
7. To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures.
8. To produce meaningful and useful reports when required.
9. Work collaboratively as part of an integrated multi-disciplinary team and through the use of professional skills enhance students’ access to their curriculum
10. To take an active role in supporting the inclusion of specific occupational therapy interventions into the learning situation.
11. To monitor therapy resources including assessment resources and request new equipment as appropriate.

**Professional Duties**

1. To hold current membership to the appropriate professional body and current registration with the Health Professions Council.
2. To comply with the College of Occupational Therapists (COT) professional standards, the HCPC’s current Standards of Conduct, Performance and Ethics and the latest standards for professional practice in occupational therapy.
3. To complete written notes in accordance with College of Occupational Therapists (COT) professional standards and to ensure an appropriate audit trail is in place.
4. To keep up to date with new techniques and developments to ensure effective practice.
5. To carry out continuous professional development in line with your professional body, evidenced by Performance Development Review, Appraisal and a Portfolio.
6. To keep up to date with relevant Acts, policies and procedures including Safeguarding, SEN procedures and Mental capacity.

**Professional conduct**

1. Adhere to Stepping Stones Health, Safety and Welfare policy at all times
2. Adhere to Stepping stones Data Protection procedures
3. Purchase tools and equipment from a recognised source
4. Promote Health and Safety in all session plans and objectives
5. Maintain tools and equipment to a high standard
6. Carry out all activities with the learner in mind
7. Develop a Health and Safety culture amongst all learners
8. Report all incidents and accidents to Health and Safety Officer

**Equality and Diversity**

1. Promote equality of access to education, training and employment opportunities for disabled people, and advocate a positive attitude
2. Employ support strategies that will empower students
3. Show awareness of knowledge and display non-discriminatory behaviors at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age
4. Recognise the importance of inclusion by using appropriate means of communication at all times
5. Be flexible, trying to meet the changing needs of both students and environment

**Confidentiality**

Respect confidentiality. All personal information about students to which you have access should be treated as confidential. Information about the student’s needs, progress and assessment should only be shared with the team to aid support

**Development**

1. To contribute to the departmental self-assessment report and to the achievement of the Quality Improvement plan.
2. To work with the therapy lead to coordinate and deliver staff training and induction, relevant to therapy.
3. To meet regularly with the therapy team and MDT teams in school.

**General**

Other reasonable duties at the discretion of the Executive Headteacher