



Job Description

Specialist Occupational Therapist

Reporting to: Clinical Lead – Allied Health Professions

Responsible for: This role may have responsibility for supervising junior members of the team and/or students on placement as required.

Aims of the post

The post holder will report to and work closely with the Clinical Lead, along with other members of the Integrated Therapies Team and Educational and Care Senior Management Teams.

The post holder will be responsible for supporting clinical work as part of the Integrated Therapies Team, representing the organisation by providing support and guidance to team members and the wider staff group and ensuring a client focused service. The role is a collaborative one working with individuals and groups across professional and organisational boundaries.

Main purpose of the job

The post holder:-

- Will work as part of the Integrated Therapies Team to deliver a Specialist Occupational Therapy Service to children in primary and secondary education, young adults in specialist further education and children and young people experiencing care with speech, language, and communication needs (SLCN), sensory and occupational needs within the context of neurodevelopmental conditions, e.g., autism, and/or social, emotional and mental health needs (SEMH) and/or eating, drinking, and swallowing difficulties.
- Will manage a complex caseload of children and/or young adults with needs which may include: learning difficulties and disabilities, autism, ADHD, SEMH and Developmental Language Disorder (DLD) and other associated or co-occurring communication, occupational or sensory difficulties and/or eating, drinking, and swallowing difficulties.
- Will support the Clinical Lead by providing supervision to junior members of the team or students on placement as required.

- Will work as part of a multidisciplinary team with internal and external colleagues.
- Will provide training and education to Phoenix Learning and Care staff and parents/carers or others as required.
- Will develop and deliver therapy programmes to children and/or young adults in specialist educational services with SLCN, sensory and occupational needs.

Competency 1: Clinical Responsibilities

- 1.1 To adopt and demonstrate 1) a pro-neurodiversity approach to working with neurodivergent children and adults, for example, understanding neurodivergence as part of someone's identity and the importance of supporting the development of self-advocacy skills, 2) a trauma informed and reducing approach to working with those who have experienced early childhood trauma and who may have insecure attachments to their caregivers and subsequent SEMH or who experience behaviours of distress/stress. Working and delivering therapeutic input in line with the evidence-base and the ethos and values of the Allied Health Professions team and Integrated Therapies Team.
- 1.2 Independently assess, diagnose, formulate provision maps, write letters and assessment reports and provide appropriate intervention for children and/or young adults in specialist education with complex SLCN, sensory and occupational needs and/or their teachers and carers.
- 1.3 Work individually and as part of the multi-disciplinary Integrated Therapies Team and wider Adult Services, Childcare and Education teams to provide a service for children and/or young adults with complex SLCN, sensory and occupational needs including related to behaviours of concern or distress.
- 1.4 Gather relevant information from a variety of sources to inform diagnosis and decision making about individual children and/or young adults. The post holder will understand and respect that our children and/or young adults require dynamic assessment and intervention from a creative therapist who can think 'outside the box' to meet their developing needs within the context of trauma reducing and Neurodiversity-Affirming practices.
- 1.5 To be able to work within the context of a Positive Behaviour Support framework (non-aversive with a focus on quality of life and ensuring that our practice honours neurodivergent autonomy, agency, promotes acceptance, and authenticity) and trauma informed and reducing practices, e.g., PACE and low arousal environments and to adopt relevant practices leading by example to other staff within our services.
- 1.6 To demonstrate Occupational Therapy practice which moves away from compliance-driven interventions and show an active awareness and acceptance of feedback from people with lived experiences, for example, that the neuro-majority need to modify

their behaviours, to think deeply and creatively at how they can provide what each person needs.

- 1.7 To demonstrate specialist and current, up to date, Occupational Therapy knowledge across a range of therapeutic interventions, including those which have weak or out of date evidence base. Providing Neurodiversity-affirming and trauma reducing interventions in collaboration with the wider MDT and evaluate outcomes.
- 1.8 Review and discharge children and/or young adults with complex SLCN, sensory and occupational needs appropriately (within the context of an open caseload), making onwards referrals where necessary.
- 1.9 Understand that co-production and promoting autonomy is vital. Therefore, involving children and/or young adults with complex SLCN, sensory and occupational needs, and their families/paid carers and teachers in planning Neurodiversity-affirming and trauma reducing interventions.
- 1.10 Adapt practice to meet an individual's circumstances, including due regard for cultural and linguistic differences and stress or distressed behaviours.
- 1.11 Reflect on the multi-sensory (auditory, visual and kinaesthetic) aspects of a child's and/or young adult's communication and identify appropriate strategies to facilitate and enhance communicative effectiveness. On occasion this may be in collaboration with the Clinical Lead (who is a dual qualified SLT and Sensory Integration Practitioner).
- 1.12 Develop clear Occupational Therapy provision maps based on best practice and evidence-based needs, at all times promoting Neurodiversity-affirming and trauma reducing practice.
- 1.13 Select and prepare appropriate equipment or resources required for the implementation of the Occupational Therapy provision map.
- 1.14 Plan, manage and prioritise own complex caseload independently within agreed systems and processes and with the support of the Clinical Lead.
- 1.15 To work positively with colleagues to maintain effective relationships.
- 1.16 To champion and increase awareness and acceptance of Neurodiversity-affirming and trauma reducing practices in others, and to always reflect and challenge own ableism and practice as a clinician with support from SLT and ITT team members and supervisor.
- 1.17 Regularly work alongside and in collaboration with other members of the Integrated Therapies Team, including Associates and identify opportunities for joint clinical working.

- 1.18 Regularly work alongside and in collaboration with other educational professionals with the support and guidance of the Clinical Lead and Head of Therapy to ensure open communication is maintained and an effective Occupational Therapy service is provided.
- 1.19 Carry out appropriate measures to monitor efficacy of management, as required, and to contribute to the overall measurement of standards.
- 1.20 Maintain clear lines of communication with the referrers of assessment, intervention, and outcomes.
- 1.21 Maintain and provide full, accurate and comprehensive case records and reports as required by HCPC, the EHCP process and Integrated Therapies Team standards.
- 1.22 Provide accurate and timely statistical data.
- 1.23 Carry out lone or joint admissions assessment visits for potential new service user placements as agreed with the Clinical Lead or Head of Therapy.
- 1.24 Refer on to other specialist services and agencies as appropriate
- 1.25 Adhere to Phoenix Learning and Care Groups policies, procedures and guidelines relating to professional practice.
- 1.26 Escalate complaints sensitively and pass on to the Clinical Lead or Head of Therapy at the earliest opportunity.
- 1.27 Is aware of and adheres to current legislation and employer procedures relating to the post.
- 1.28 Attend and contribute to wider staff meetings as required.
- 1.29 Attend all mandatory training as required by Phoenix Learning and Care Group.
- 1.30 Provide training to staff to promote the understanding of Occupational Therapy and the needs of children with complex SLCN, sensory and occupational needs, including but not limited to, autism and SEMH. Always within the context of Neurodiversity-affirming and trauma reducing practice.
- 1.31 Contribute to research, as appropriate, and participate in departmental research design and implementation.
- 1.32 To participate in local clinical governance/audit/research projects by providing data as required, and may, with support, contribute to departmental audit/research design.

- 1.33 Actively involve children and/or young adults with complex SLCN, sensory and occupational needs in decisions about their own healthcare including but not limited to, goal setting and review, experiences of the Occupational Therapy service, inputting into their EHCP reviews, and informing capacity assessments and best interest decision making as appropriate.
- 1.34 Demonstrate skills in motivating children and/or young adults with complex SLCN, sensory and occupational needs, teachers, families and/or paid carers to engage with Occupational Therapy and the MDT as indicated and always within a Neurodiversity-affirming and trauma reducing context.
- 1.35 Provide advice, training and support to colleagues, care staff, outside agencies, families and others as appropriate.
- 1.36 Support and mentor Occupational Therapy students on placement, demonstrating the power and benefit of direct therapy in addressing communication, sensory and occupational difficulties in the context of supporting and reducing SEMH.
- 1.37 Identify and act upon safeguarding concerns in accordance with Phoenix Learning and Care Group policies.
- 1.38 To provide assessment, advice and guidance to other children and adults receiving education or care from Phoenix Learning and Care Group Services, across a large geographical area, as required by the organisation and agreed with the Clinical Lead or Head of Therapy.

Competency 2: Leadership Responsibilities

- 2.1 To provide supervision to junior members of the team, including assistants and students on placement as required. This may include clinical or professional supervision as agreed with the Clinical Lead.
- 2.2 To champion and introduce Occupational Therapy students to the Neurodiversity Paradigm and Neurodiversity Affirming and trauma reducing practices.
- 2.3 Participate in the team appraisal system and agree a plan of objectives for personal and professional development with the supervisee. Objectives set will reflect the Service and Phoenix Learning and Care Group's plans, including specific objectives relating the areas of work.
- 2.4 Take the lead on organising and running internal peer supervision groups, agreeing format and frequency with the Clinical Lead when required.
- 2.5 Where agreed with the Clinical Lead or Head of Therapy, carry out independent auditing activities to review aspects of the Occupational Therapy Service.

- 2.6 To contribute to service/policy development as directed by the Clinical Lead or Head of Therapy, including quality standards setting and clinical effectiveness, using specialist knowledge.
- 2.7 To carry out delegated responsibilities, e.g., chairing of team meetings, and/or oversee the development of clinical practice and governance on behalf of the Clinical Lead where necessary.
- 2.8 Contribute to the ongoing growth of the Allied Health Professions service ensuring sustainability and the delivery of prudent healthcare.
- 2.9 Use negotiation skills in the management of conflict across a range of situations and deal with informal complaints sensitively, avoiding escalation where possible and liaising with the Clinical Lead.
- 2.10 Managing up any concerns raised through supervision or support of junior members of the team.
- 2.11 Carrying out delegated duties in relation to establishing and managing students on placements from the local Higher Education provider if and when established for Occupational Therapy.

Competency 3: Administrative Responsibilities

- 3.1 To carry out a range of administrative duties including answering queries, booking appointments, and gathering data.
- 3.2 To complete a range of word processing tasks.
- 3.3 To create a range of therapy resources as required.
- 3.4 To be responsible and accountable for own clinical equipment.
- 3.5 To provide data and other statistical information as required.
- 3.6 To ensure appropriate records are maintained ensure compliance with the agreed record keeping systems.
- 3.7 To be responsible for the security of own case notes and equipment in base and in transit.
- 3.8 To obtain informed consent to treatment and document this in accordance with service procedures.

- 3.9 To complete appropriate risk and other assessments and document them in a timely manner in accordance with company policy.
- 3.10 To ensure all equipment/tools/materials used for therapeutic activities/interventions are maintained in a safe and proper condition and appropriately risk assessed.
- 3.11 To be comfortable working through teletherapy where indicated, for example, to assess, provide therapy and attend meetings relevant to people with SLCN, sensory and occupational needs on the caseload or to meet the wider Integrated Therapies Team service needs.

Competency 4: Training and Education

- 4.1 To attend relevant in-house training sessions, team meetings and Away Days.
- 4.2 To attend relevant statutory training.
- 4.3 To maintain and extend clinical knowledge by reading, case discussion or attending training and clinical excellence networks (CENs). These may be during work hours or self-directed learning outside of work time.
- 4.4 To have or be willing to organise internal or external professional support with other Occupational Therapist's working with a similar caseload (e.g., in the form of peer supervision) and to document the learning through these channels.
- 4.5 To attend and actively participate in regular Allied Health Professions and Integrated Therapies Team meetings to review and develop the delivery of the service.
- 4.6 To participate in supervision and mentoring or coaching with Clinical Lead.
- 4.7 To maintain a written record of continual professional development in line with guidelines set by the Royal College of Occupational Therapists.

Competency 5: Communication With Others

- 5.1 Take steps to ensure confidentiality of records & information in day-to-day communication & understand when certain information may need to be passed on.
- 5.2 Use appropriate means of communication to promote good relationships with colleagues, children and their relatives, the local community and any other parties with whom Phoenix Learning & Care has dealings.
- 5.3 Report all concerns you or others have regarding the ability of the service to meet the needs of those using the service including potential abuse, comments or complaints.
- 5.4 Read and understand the appropriate Policies of the organisation raising any issues or knowledge gaps with the Clinical Lead immediately.
- 5.5 Welcome and be courteous to all visitors/contractors to the service ensuring safeguarding procedures are followed at all times.
- 5.6 Attend employee meetings as directed including supervision and appraisal.
- 5.7 Work efficiently and plan ahead to prevent wasted journeys and extra expenses.

5.8 Work flexibly with regards to the duties performed and the hours worked, to ensure the smooth running of the service.

Competency 6: Health, Safety & Wellbeing

- 6.1 Understand Health and Safety to the extent that you can carry out effective audits within Services as requested by the Clinical Lead and ensure that effective and appropriate development/action is taken as a result of the audits.
- 6.2 Be able to support the risk assessments of those working within the Services and ensure adequate arrangements are in place for monitoring and review of measures that follow from the assessments as requested and supported by the Clinical Lead.
- 6.3 Take care of your own health and safety and that of people who may be affected, including People we support, fellow colleagues and visitors by what you do (or do not do).
- 6.4 Cooperate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.
- 6.5 Follow the Company's Policies and procedures, training and instruction you have received while at work.
- 6.6 Immediately report and Health and Safety concerns to your Manager.

Competency 7: Relationships

- 7.1 Establish and maintain balanced and cordial relationships with employees, leaders, customers, the local community and other parties to whom Phoenix has dealings.
- 7.2 Always represent the Company and our services in a professional way.
- 7.3 Work as an integral part of the Integrated Therapies Team; supporting the team to provide a high quality service.
- 7.4 Develop positive and proactive relationships with colleagues from across the organisation and including the Central Support 'Hub' services (e.g. Recruitment, Central HR Administration, Finance, Maintenance, IT and other central support services).

Competency 8: Personal Responsibilities

- 8.1 Maintain a clear understanding and providing up to date knowledge of the legal framework within which our services operate; supporting to develop policy in line with current legislation and keeping abreast of modern commercial procedures and best practice.
- 8.2 To be responsible for organising and prioritising own workload daily and strategically.
- 8.3 Understand your responsibilities for safeguarding when interacting with People we support, their personal information and when visiting any of our services.

- 8.4 To maintain appropriate confidentiality of information relating to the Company and its employees and maintain compliance with the Data Protection Act and General Data Protections Regulations (GDPR).
- 8.5 This role will act as a role model for the Phoenix Values and Code of Conduct.

Competency 9: Working Conditions

Work will include the following elements:

- 9.1 The post holder will be required to regularly lone work.
- 9.2 The post holder may on occasions be in contact with bodily fluids.
- 9.3 They may experience children and/or young adults who present with distressed or stress behaviours and anxiety and who find it difficult to engage with formal means of assessment. The post holder will need to have developed strategies for managing and monitoring own levels of stress and be able to communicate to the Clinical Lead at the earliest opportunity when and if they require additional support.
- 9.4 They will be expected to cope with relatives or carers experiencing, anxiety, shock and distress.
- 9.5 They are likely to be required to impart complex or sensitive information to service users or carers where understanding may be limited.
- 9.6 The post holder will be expected to communicate sensitive and potentially distressing or contentious information to others in an appropriate manner.
- 9.7 The post will require frequent travelling to various Phoenix Learning and Care Group settings and, on occasions, further afield, for example for their own training.
- 9.8 The post holder will be expected to drive Phoenix Learning and Care Group leased vehicles and/or their own vehicle.
- 9.9 The post holder will be required to work with technology to deliver the Occupational Therapy service and achieve their role within the team, for example, use of online platforms such as Microsoft Teams and Zoom to attend meeting, deliver assessment, therapy or training.
- 9.10 The post holder will be required to transport therapy assessments and equipment across sites.
- 9.11 The work will require the ability to sustain intense concentration for long periods of time. Therefore, the post holder will need to have developed strategies towards achieving this and be able to communicate to the Clinical Lead any reasonable adjustments or support they may need.

Person Specification

APP – Application INT = Interview AST = Assessment

Essential Criteria	Measurement		
	APP	INT	AST
A minimum of 3 years' experience practicing as an Occupational Therapist	✓	✓	
Recognised degree in Occupational Therapy	✓	✓	
HCPC registration and membership with the Royal College of Occupational Therapists	✓	✓	
Post graduate certificate or diploma in Sensory Integration	✓	✓	
Experience of providing effective leadership and support to colleagues, including through designated projects	✓	✓	
Knowledge and understanding of:			
Sensory, occupational, and emotional development of children and adolescents	✓	✓	
Neurodiversity affirming approaches and the Neurodiversity Paradigm	✓	✓	
Relevant national, local and regional legislation and policies, including those related to SEMH, including NICE guidelines and manual handling, housing and SEND	✓	✓	
Knowledge and experience of a wide range of Occupational Therapy therapeutic interventions for children and young people including but not inclusive to: manual handling, specialist equipment, 24 hour postural management, fine motor, sensory differences and housing adaptations.	✓	✓	
Safeguarding as it applies to SEMH	✓	✓	
Expectations on teacher's knowledge and delivery in classrooms, e.g., quality first teaching	✓	✓	
Knowledge of a wide range of Occupational Therapy assessment tools appropriate to meet a wide range of needs in the paediatric and adult population	✓	✓	
Curriculum expectations relevant to setting	✓	✓	
Mental capacity and legislation related to client group	✓	✓	
Experience working alongside and supporting Occupational Therapy students on placement	✓	✓	
Skills and personal attributes:			
Empathy and non-judgemental attitude	✓	✓	
Knowledge, belief in and skills working within a pro-neurodiversity approach	✓	✓	
Strong interpersonal skills to build trusting relationships with other professionals, parents and the child.	✓	✓	

Essential Criteria	Measurement		
	APP	INT	AST
Ability to manage own caseload	✓	✓	
Ability to adapt therapy to each child or young adult, particularly with regards to pace and style of delivery	✓	✓	
Developed skills in working with individuals and families with physical and sensory needs	✓	✓	
Proactive in identifying own learning needs and filling knowledge gaps, for example, through self-directed learning	✓	✓	
Proven skills in reflective practice and openness to learn and develop including self-awareness	✓	✓	
Good communication, conflict resolution and negotiation skills, for example, being able to independently handle difficult conversations with parents, carers and other professionals.	✓	✓	
Ability to produce resources involving use of computer, symbol software, digital camera and camcorder related software and scanner	✓	✓	
To be guided by occupational policies and accountable for own professional actions and work within the codes of practice, professional guidelines, and policies	✓	✓	
To develop therapy programmes within a Neurodiversity affirming context or willingness to learn and adapt	✓	✓	
Driver with a full clean licence	✓	✓	
Ability to travel independently across the Southwest and South Wales and on occasion, further afield	✓	✓	
Planning and supporting student placement tasks and time management expectations to accommodate University competency standards	✓	✓	
Ability to interpret and manage complex facts regarding caseload	✓	✓	
Experience of writing training materials and delivering training to others	✓	✓	
Competent at writing detailed reports	✓	✓	
Proven experience in collaborative goal setting with the person and their parents, carers or teachers	✓	✓	

Desirable Criteria	Measurement		
	APP	INT	AST
Wheelchair accredited	✓	✓	
Post graduate training in relevant topic, e.g., autism, SEMH, dysphagia, and/or trauma and attachment at Masters or Post Graduate Certificate/Diploma level	✓	✓	
Post graduate qualification in supervising, mentoring or coaching others or a willingness to work towards	✓	✓	
Knowledge and understanding of:			

Desirable Criteria	Measurement		
	APP	INT	AST
Principles of common psychological interventions e.g. Acceptance and Commitment Therapy, PERMA model etc	✓	✓	
Models of leadership delivery and coaching or mentoring other clinicians or assistants.	✓	✓	
Positive Behaviour Support (PBS), including carrying out functional behavioural assessment, writing or contributing to PBS plans and experience in running interventions to promote capable environments or willingness to undertake informal or formal training in PBS	✓	✓	
Skills and personal attributes:			
Ability to work with interpreters where necessary	✓	✓	
Planning or supporting the planning of peer supervision or professional support groups, including Clinical Excellence Networks.	✓	✓	
Carrying out delegated audit tasks and/or assisting with data analysis and service review tasks, e.g. to be submitted to the Board or Governors	✓	✓	
Designing, implementing and/or reviewing effectiveness of relevant outcome measures	✓	✓	
Standing in for senior members of staff during leave or absence, taking on agreed delegated responsibilities	✓	✓	