

JOB DESCRIPTION

Post	Highly Specialist Occupational Therapist
Grade	Band 7 (Agenda for Change)
Hours	2 days per week to be worked between: Monday to Friday (term time only)
Location	Rutherford School, 1a Melville Avenue, South Croydon CR2 7HZ
Professional Accountability	Senior Specialist Paediatric Physiotherapist
Accountable to	Head Teacher of Rutherford School

Job Purpose:

To provide a high quality Occupational Therapy Service to children and adolescents with profound and multiple disabilities attending Rutherford school:

- To manage a varied caseload of pupils with highly complex and profound physical, sensory and learning disabilities using clinical reasoning, critical thinking, reflection and analysis to support assessments using a client centred approach. Using current evidence base to assess, treat, implement, evaluate and document Occupational Therapy interventions as a member of the multidisciplinary Rutherford Team.
- To support and advise colleagues within the school therapy team, community, teaching professionals, parents and carers in the management of young people with complex needs, requiring clinical reasoning and integrated multi-disciplinary and intra-disciplinary working.
- To support the development of the therapy service, working with an integrated multidisciplinary team, using outcome measures to enable evaluation of the service and clinical/educational interventions when appropriate.
- To be responsible for the maintenance and development of own CPD, identifying and contributing to the evidence base of Occupational Therapy in this specialist field.

SPECIFIC RESPONSIBILITIES:

KEY TASKS:

Clinical

1. To be responsible for providing individual assessments to children and young people with PMLD/Movement disorders managing most complex cases, addressing occupational performance skills, patterns, context(s) and activity demands in collaboration with pupils, education staff and carers.
2. To undertake Occupational Therapy specialist multi-needs assessments and interventions using complex and advanced clinical reasoning demonstrating critical thinking, reflection and analysis to develop individual goal and task oriented treatment plans, being sensitive to the complex physical and psycho-social needs of young people with PMLD/Movement Disorders.
3. To design, make and/or monitor the use of upper limb splinting including hand splints and dynamic orthotics, develop complex, behavioural or neuromotor treatment plans supporting functional skills and/or care management and devising visual programmes for evaluation and/or intervention procedures. This includes:
 - a. To contribute to the assessment, provision and review/maintenance of appropriate class/static seating positioning.
 - b. To work alongside Physiotherapy where necessary to ensure each pupil has the appropriate assessment and treatment plan in place.
 - c. To assess and review manual handling requirements and make recommendations, alongside the Manual Handling trained trainers. This includes sling provision and maintenance and advising on transferring techniques.
 - d. To assess personal care equipment for use within the school environment and to ensure its safe use through the instruction and training of staff.
 - e. In conjunction with the multidisciplinary team to assess and advise staff regarding eating and drinking and, to provide specialist equipment where necessary. To contribute to written care guidelines.
 - f. To assess, promote and recommend for functional hand skills and life skills.
 - g. To carry out assessment and recommendations for the provision of bespoke assistive technology equipment working alongside the school Speech and Language Therapist and ICT specialist.

4. To maintain high professional standards – keeping abreast of research in the area - to promote and develop quality initiatives appropriate to the needs of children and young people with PMLD and the Occupational Therapy profession.
5. To be responsible for clinical and caseload management ensuring clinical governance, quality assurance and National Guidelines for children and young people with PMLD and long term conditions and Occupational Therapy professional standards are met.
6. To undertake complex risk assessments and to advise others in determining appropriate, strategies specifically relating to moving and handling and safe use of equipment.
 - a. This includes to carry out manual handling assessments in conjunction with other staff.
 - b. To provide written manual handling profiles, advice, and specialist equipment specific for the pupil.
7. To understand and apply National Guidelines and legislation relating to health, social care and education for young people with PMLD/Complex and long term conditions and Occupational Therapy practice.

Managerial:

1. To work within the curriculum and educational requirements, ensuring services are provided in accordance with the school standards and objectives of quality assurance, and that they are consistent with best professional practice and comply with organisational policies relating to Equal opportunities, Data protection and Health and Safety at Work legislation.
2. To contribute to and actively influence service development by monitoring and reviewing agreed protocols, standards, and procedures ensuring the best professional and clinical intervention.
3. When required, to represent Occupational Therapy on School working parties and multidisciplinary teams effecting policy change and development across the School, impacting on other disciplines and departments.
4. To ensure accurate and up to date records of all professional judgements, decisions taken, related statistical information are kept and reported in accordance with the Royal College of Occupational Therapy and school policies.
5. To participate in the operational planning and implementation of policy and service development within the school's therapy department.

Communication:

1. To use communication, reasoning and negotiation skills to establish a therapeutic relationship with pupils whilst managing barriers to communication caused by sensory impairment, learning difficulties and physical disability.

2. To communicate highly sensitive information in an understandable form to pupil's parents, carers and colleagues on a daily basis and through regular report writing taking into account the views and wishes of pupils, their families and carers whilst respecting their diversity.
3. To communicate effectively contributing to the pupil's Individual Learning/Education Plans, annual reviews, case conferences, parent/teacher/therapist and staff meetings as necessary, organising and calling case conferences as necessary as a member of the multidisciplinary team.
4. To make appropriate contribution to the pupils Education and Health Care Plan (EHCP) including Annual Review reports.
5. To Maintain confidentiality consistent with School and /Garwood Foundation policies.
6. To instigate, maintain and develop professional communication links within the occupational therapy profession and across health and social care settings including participation in multidisciplinary clinical forums and networks.

Professional:

1. To adhere to and apply the HCPC requirements for registration and the Code of Ethics and Professional Conduct for Occupational Therapists (Royal College of Occupational Therapists 2015) and Rutherford/Garwood Foundation policies and procedures.
2. To maintain professional status and competence at a Specialist level taking responsibility for keeping own knowledge and skills up to date by engaging in and directing Continued Professional Development and lifelong learning.
3. Use supervision, mentoring and performance development plans to promote clinical and personal effectiveness of self and others.
4. Share expert acquired clinical knowledge and skills with colleagues.
5. To maintain accurate and up to date documentation consistent with legal, professional and School and Foundation standards.
6. To take responsibility for Continuing Professional Development (CPD) and recording of CPD in order to meet standards of proficiency for professional registration.

Other duties

- To support the School in safeguarding and protecting the welfare of all pupils.
- To comply with policies and procedures relating to safeguarding, health and safety, equality and diversity, confidentiality and data protection, reporting concerns to an appropriate person.

Terms and Conditions of Employment

This post is exempt from the Rehabilitation of Offenders Act 1974, and this means that any criminal conviction must be made known at the time of application.