



JOB DESCRIPTION

POST TITLE:	<i>Highly Specialist Occupational Therapist (Team leader)</i>
DEPARTMENT:	<i>Therapy</i>
CURRENT GRADE:	<i>AFC Band 8(a)</i>
HOURS:	<i>41 hours per week</i>
RESPONSIBLE TO:	<i>The Head of Therapy, the Principal & ultimately the Trustees of Moor House School & College</i>

Job Summary

- To lead on the strategic on-going development of the occupational therapy department.
- To co-ordinate a team of Occupational Therapists in providing evidence-based occupational therapy intervention as an integral part of the students' lives at Moor House School & Collage.
- To work effectively in a collaboratively manner within the multi-disciplinary setting.
- To supervise and be responsible for the professional development and competence of a team of Occupational Therapists.
- To carry out highly specialist occupational therapy assessments for pre-admission and attend at tribunal as required.

Core Job Functions/Responsibilities.

1. Professional/Managerial.

- To maintain up-to-date systems in line with College of OT and British Association of OT guidelines on service delivery.
- To hold accountability for the occupational therapy service delivered by a team of staff and to ensure that the service is effective, equitable, organised and audited as appropriate.
- To ensure effective intervention packages are provided by the team through setting up systems measuring outcomes of therapy and monitoring delivery through the regular auditing of outcome measure systems.
- To monitor the day-to-day functioning of a small team of Occupational Therapists including all aspects of sickness, performance and disciplinary issues in line with school and professional policy and procedure in collaboration with the Head of Therapy.
- To help develop and implement annual departmental plans, ensuring they reflect the priorities of current strategy within Health and Education nationally.
- To advise the Head of Therapy on issues of service delivery such as shortfalls and service pressures and suggested proposals to resolve such pressures.
- To contribute to interagency/multidisciplinary policy development assuming a lead where appropriate across the School.
- To assist the Head of Therapy in addressing formal complaints by providing in-depth analysis of events leading to the complaint.
- To be responsible for the security, care and maintenance and ordering of equipment ensuring standards of infection control and safety are maintained – including equipment loaned to clients.
- To ensure supervision and appraisal/CPD systems are in place for all staff within the team, informed by the clinical skill-mix required to meet the needs of the caseload.
- To take an active lead in the process of recruitment of new staff and ensure appropriate induction is provided.
- To facilitate the development of problem solving, negotiation skills and reflective practice within the Team in order to ensure a positive and professional response to service limitations and restraints.
- To actively develop an ethos where the Team are open to constructive feedback on performance and are positive in their response to change.
- To lead in intervention research projects as appropriate and update own knowledge of current research practices linked to the caseload.
- To attend professional meetings and act up for the Head of Therapy as required.

2. Clinical.

- Using expert clinical reasoning skills to analyse and interpret complex assessment findings from both standardised and non-standardised assessments in order to establish an accurate diagnosis and prognosis as well as ascertain progress potential and formulate uni-disciplinary and multi-

disciplinary intervention goals. This includes being able to analyse and interpret complex clinical and social information from a range of sources e.g. medical reports, social services and education reports, and integrate it appropriately into occupational therapy assessment and therapy plans.

- To develop and deliver effective evidence- based individual and group intervention programs for students with highly complex social and learning needs.
- To review cases and provide second opinions as required.
- To co-deliver intervention within the classroom and within the extended curriculum, working effectively across the Teaching and Care Departments where appropriate.
- To write reports reflecting highly-specialist knowledge of the caseload for Annual Reviews and for admission which are sufficiently robust as to stand up to external scrutiny and which include the implications of the students' difficulties in learning.
- To provide highly-specialist advice to other professionals and staff internally and externally regarding the management and care of students with SLI and associated sensory and motor difficulties through the development of training packages as required.
- To pilot and develop new and innovative intervention approaches and disseminate nationally.

Communication.

- To liaise with the Head of Therapy regarding clinical issues that have an impact on service provision in order to promote changes to service delivery which are in the best interests of student outcomes, parents and other stakeholders.
- To negotiate with all teams e.g. teaching and residential care staff as well as visiting professionals, around service development and implementation.
- To support the resolution of complaints in a proactive and professional manner.
- To set up and maintain communication systems within the team.
- To manage the change process within the team and support staff to implement objectives and projects
- To be highly-skilled in communicating with families and children of all ages with communication difficulties. This may also include clients, family or carers who demonstrate high levels of anxiety aggressive or challenging behaviour.
- To be highly-skilled in motivating and negotiating with families and children of all ages who have a range communication and sensory/motor needs in order to maximise student engagement as partners in occupational therapy assessment and treatments programmes.
- To be able to communicate sensitive and highly complex information, which at times may be unwelcome, regarding diagnosis, rehabilitation and prognosis to clients, carers, family and other professionals and organisations. This may also include information about long-term disability or prognosis where an educational and counselling role is required.
- To be able to respond calmly to parents who may be distressed and sometimes aggressive due to concerns regarding their child. To offer support, reassurance, and advice as required in order to diffuse the situation.
- To negotiate with the child, family and all professionals through the use of well-developed communication skills, on issues such as recommended levels of input and realistic goal-setting.

Section B

PERSON SPECIFICATION

	Essential	Desirable
Education/ Qualifications	<p>Recognised occupational therapy qualification to practice.</p> <p>Additional postgraduate training as appropriate to master’s level or equivalent.</p> <p>Registration with the Health Care Professions Council (HCPC).</p> <p>Registration with the College of Occupational Therapists/British Association of Occupational Therapists.</p> <p>A willingness to develop management and leadership skills.</p> <p>Membership of relevant Special Interest Groups.</p> <p>Competence/willingness to undertake post-qualification training in management and leadership skills.</p> <p>Advanced skills in the use of information systems to support data collection and analysis.</p>	<p>Successful completion of management short courses</p> <p>The ability to drive</p>
Experience & Abilities	<p>A minimum of five years paediatric experience working with a range of difficulties such as DCD, ASD, Sensory Integration Difficulties and others associated with speech language and communication needs.</p> <p>Experience or willingness to develop skills in managing staff.</p> <p>Experience in contributing to policy, planning and service development.</p> <p>Experience in dealing with human resources issues such as recruitment and retention, performance management, sickness, annual leave.</p> <p>Highly-specialist knowledge of assessment tools and interventions relevant to the client group.</p> <p>An ability to compare and contrast relative benefits in terms of outcomes using current evidence-base.</p> <p>The ability to recognise own professional boundaries through the interpretation of clinical/professional policies.</p> <p>In-depth knowledge of audit/research methodologies appropriate to the field.</p> <p>Knowledge of standards of record keeping and ability to audit this in own team.</p> <p>Ability to use specialist knowledge to inform service/policy developments.</p> <p>To demonstrate knowledge of and ability to carry out the Individual Performance Review process.</p> <p>To have a working knowledge of local and national procedures and legal frameworks relevant to the field of specialism and to</p>	

	demonstrate the ability to apply this knowledge to clinical practice.	
Analytical/ Judgement Skills	<p>Ability to demonstrate excellent analytical and reflection skills, reflecting on practice with peers and mentors to identify own strengths and development needs and to facilitate this ability in others.</p> <p>The ability to predict/recognise potential breakdown and conflict prior to/when they occur and generate potential solutions.</p> <p>The ability to make a differential diagnosis on the basis of evidence from assessment, seeking advice as appropriate.</p> <p>The ability to appraise the case/intervention history and profile of potential admissions cases and advise Senior Management appropriately.</p> <p>To be able to scope national agendas and identify drivers and to analyse the potential impact of these on service delivery.</p>	
Planning & Organising	<p>Excellent organisational skills and ability to facilitate these skills in others.</p> <p>Ability to effectively cope with competing demands and pressurised timescales and deadlines as required by the service on a day-to-day basis using systems of prioritisation as appropriate.</p> <p>Ability to organise large and complicated events both internally and externally by using project management tools as appropriate.</p>	
Communicati on skills & Team Working	<p>To be able to resolve complex situations with clients, carers and staff members using well-developed communication skills.</p> <p>To demonstrate empathy with clients, carers, families and colleagues, ensuring that effective communication is achieved particularly where barriers to understanding exist.</p> <p>To demonstrate highly-developed negotiation skills in the management of conflict across a range of situations.</p> <p>To demonstrate excellent written and verbal presentation skills.</p> <p>To demonstrate understanding of the roles of other professionals and the principles of partnership-working with all staff working in Moor House School & College.</p> <p>To demonstrate excellent leadership and management skills, ensuring that the team functions effectively.</p> <p>To be able to lead and energise the team in developing new initiatives.</p>	