

RUTHERFORD SCHOOL

JOB DESCRIPTION

POST: Specialist/Highly Specialist Occupational Therapist

GRADE: Band 6 – full time

LOCATION: Rutherford School

Professional Accountability: Therapy Manager at Rutherford School
Accountable to: Headteacher of Rutherford school

Job Purpose:

To provide a high quality Occupational Therapy Service to a specialist caseload of children and adolescents with profound and multiple disabilities attending Rutherford school and/or accessing pre-school assessment services under the supervision of the clinical specialist occupational therapist.

- 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 inter- 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 students, education staff and carers and under the supervision of the clinical specialist occupational therapist.
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 splints and mechanical devices, provide advice regarding postural/seating systems and/or develop complex, behavioural or neuromotor treatment plans supporting functional skills and/or care management and where appropriate using new instrumentation and computer interface programmes for evaluation and/or intervention procedures. This includes:
 - a. To assess for appropriate seating, positioning, manual handling and personal care equipment for use within the school environment and to ensure its safe use through the instruction and training of other staff.
 - b. In conjunction with the multidisciplinary team to assess, support and advise staff on specialist mobility equipment and seating, liaising with wheelchair services and charities to secure provision as appropriate.
 - c. 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 (ie. risk assessments).
 - d. To carry out assessment and recommendations for the provision of bespoke assistive technology equipment working alongside the school speech and language therapist.

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 Occupational Therapy profession.
5. To be responsible for clinical and caseload management ensuring clinical governance, quality assurance. 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 for a given group of students.
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, to ensure that 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 improvements by monitoring and reviewing agreed protocols, standards, and procedures ensuring the best professional and clinical intervention.
3. When required, to represent the OT department 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 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 students, 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 Maintain confidentiality consistent with School and /foundation policies.
5. 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 HPC requirements for registration and the Code of Ethics of Professional Conduct for Occupational Therapists (College of Occupational therapists 2000) and Rutherford/Garwood Foundation policies and procedures.
2. To maintain professional status and competence at a senior specialist level taking responsibility for keeping own knowledge and skills up to date by engaging in and directing continuous 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 in 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 students.

- 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.

Confidentiality

The post holder must maintain the confidentiality about patients, staff and Health Service business in accordance with the Data Protection Act (1984).

Equal Opportunities

The post holder must at all times carry out his/her responsibilities with regard to the Foundation Equal Opportunities Policy.

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.

Rutherford School
March 2015

PERSON SPECIFICATION**Highly Specialist Occupational Therapist**

Essential	Desirable
<p>Training and qualifications</p> <ol style="list-style-type: none"> 1. Degree/ diploma in occupational therapy 2. HPC Registration 3. CRB clearance 	<ul style="list-style-type: none"> ▪ MSc or equivalent in relevant area
<p>Experience</p> <ul style="list-style-type: none"> • Advance clinical knowledge in the interplay of disease process and functional wellbeing. • Working at MSc level or equivalent • Evidence of continuing professional development and post registration education and training • Post graduate training or evidence of in depth experience in the field of paediatrics and neurological/ physical disability. • Experience of complex physical disability / neurology / Paediatrics • Knowledge of specialist paediatric approaches eg. Bobath, Sensory Integration • Experience of multidisciplinary team working • Experience of wheelchair and seating assessment. 	<ul style="list-style-type: none"> ▪ Experience of access assessment for information technology. ▪ Experience of supervision of OT students. ▪ Experience working in an educational setting ▪ Experience of delivering training ▪ Bobath/SI training completed
<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Specialist knowledge, understanding and application of Occupational Therapy process relating to client centred practice. • Up to date knowledge of manual handling. • Knowledge of splinting techniques and their management • Demonstrate sound techniques in applying a range of sensory, physical and manual assessments and treatments. • Ability to work autonomously, acting decisively on behalf of self and others, setting own priorities. • Experience of working within multidisciplinary teams. 	<ul style="list-style-type: none"> • Knowledge of casting techniques and their management. •

<ul style="list-style-type: none"> • Ability to promote clinical excellence in self and others • Proven organisational and management skills • Ethical reasoning and critical reflection • Ability to apply Clinical Governance principles to practice. • Implementation of national initiatives and legislation relating to Health, Education and Social Care in relation to Occupational Therapy. • Ability to work to deadlines and under pressure • Ability to manage and recognise differences of opinion in both patient related and inter-professional settings, coping positively with inter-professional tensions/barriers. • Able to manage exposure to patients and environments that may be highly distressing, antagonistic, open to aggression and unpleasant. • Computer literacy 	
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Ability to work flexibly • Proactive self-directed with innovative approach • Demonstrate excellent communication and interactive skills • Ability to manage conflict positively • Ability to work in a team • 	
<p>Physical Requirements</p> <ul style="list-style-type: none"> • Ability to manage physical aspects of the job including moving and handling. 	
<p>Other</p> <ul style="list-style-type: none"> • Adherence to College of Occupational Therapy and HPC guidelines and codes of ethics and professional conduct • Reliable work record 	<p>Membership of occupational therapy special interest groups, et. NAPOT</p>