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Job Profile

Job Title: Highly Specialist Occupational Therapist	Grade: PO6 / Band 7
Section: Special Educational Needs	Directorate: Childrens Services
Responsible to: Head of Advisory Service for Autism	Responsible for: Multi therapy assistants
Post Number/s:	Date:

Working for the Richmond/ Wandsworth Shared Staffing Arrangement

This is a Specialist Occupational therapist role working specifically for Wandsworth Children's services although the post holder will be employed under the terms and conditions of the Shared Service Agreement.

The overall purpose is to provide the highest quality support to children with Social Communication / Autism (ASC) their families and education settings.

In order to succeed in this post, a high level of knowledge, skill and experience are required, along with the ability to work collaboratively in a multi professional team.

Job Purpose:

To work collaboratively within a multi-agency advisory team under the direction of the Head of Service to provide support to education settings to best meet the needs of children and young people with Autism (ASC) and Social Communication Disorder (SCD). To deliver high quality training to professionals and families. To deliver programmes of intervention and group work/support for children at home and in school/ EY setting. To oversee and provide advice and support to multi therapy assistants.

Specific Duties and Responsibilities:

1. Working within a multi-disciplinary team to support the assessment of the OT needs for a group of children with a wide range of needs who have a diagnosis



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of AS/social communication disorder, where concerns have been raised or the educational placement is at risk.

2. To be a senior member of the multi-disciplinary team, to set, monitor, and review specialist programmes for individuals/ small groups delivered by multi therapy assistants or professionals within settings.
3. To deliver highly specialist Occupational Therapy to individuals at home and in education settings where it is identified that direct work is required.
4. To support and advise education staff within the schools/ settings, as well as children and parents
5. Promotion of effective inclusion of children and young people with OT needs into all aspects of the school curriculum through advice and support to education settings e.g. around the sensory environment.
6. Raising awareness of the needs and strategies available to support autistic children with their OT needs through promoting and supporting a graduated response.
7. Promote robust transition arrangements for pupils with Occupational Therapy Needs
8. To work as an autonomous practitioner within the standards of professional practice laid down by the College of Occupational Therapy and HCPC
9. To take a lead role in supervision, education and training of multi therapy assistants and provide advice and support to other professionals within the Advisory service for Autism.
10. To support the management of the Advisory Service for Autism as required by the Head of Service.
11. Support Headteachers/ EY Managers to evaluate and develop whole setting provision to meet the needs of pupils with ASC/ SCD focusing specifically on a supportive environment to meet their OT needs.
12. To deliver training and workshops to teachers and support staff with the aim of upskilling and empowering education staff working with children who would benefit from OT advice and programmes.



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- 13.** To communicate and liaise with the schools and community therapy team to ensure there are no gaps or overlap in support provided to children, families and settings.
- 14.** To lead training sessions for parents/ carers and attend drop in sessions to provide individualised advice and support around OT needs.
- 15.** To contribute towards a Quality Assurance programme to ensure that services are rigorously evaluated in terms of quality and outcomes and that they continuously improve and are provided in response to children's and young people's needs.
- 16.** Communicate effectively with other services including but not limited to: Schools and Community Psychology Service, Early Help, CAMHS, Early Years hub, Special Needs Assessment Service, Early Years services, schools, further education settings
- 17.** To keep appropriate and up to date records of the progress of children / young people using a range of IT systems (e.g. Mosaic and EHITS).
- 18.** Contributing to EHCNA statutory processes where appropriate in line with the 2014 Children Act and 2015 SEND Code of Practice" (including where necessary providing written contributions, attendance at EHCP Annual Reviews)
- 19.** To operate in a way which safeguards children and is fully compliant with "Working Together to Safeguard Children" and the London Child Protection procedures.
- 20.** To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate, working within defined departmental and national protocols/policies and professional code of conduct
- 21.** To undertake training including child protection training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.
- 22.** To share information and liaise with all teams within the Children's Services division in a professional manner as appropriate to ensure schools and settings take a consistent approach in working with children.



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23. Using a sensory integration and neurodevelopmental approach that facilitates and promotes development, functionality and academic performance.
24. Setting up sensory circuits and training school / service staff.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the Wandsworth's Childrens Services.
- To comply with relevant Codes of Practice, including the Code of Conduct, and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and work to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand the Council's duties and responsibilities for safeguarding children, young people and adults as they apply to your role within the council.
- The profile is not intended to be an exhaustive list of duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.



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Person Specification

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Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
1. In depth knowledge of Autism Spectrum differences and how these may affect function.	X		A/I

2. Extensive knowledge of appropriate assessment and therapeutic interventions relevant to the client group	X		A/I
3. Extensive knowledge of principles of effective working with families and application to practice.	X		A/I
4. Comprehensive knowledge of typical child development as relevant to post.	X		A/I
5. Comprehensive knowledge of the National Curriculum and SEN Code of Practice.		X	
Experience			
6. Significant experience in assessment and intervention for children with an Autism Spectrum Disorder.	X		A/I
7. Extensive experience of operational caseload management for children with an ASD.	X		A/I
8. Experience of providing clinical supervision ideally through working with Multi-therapy assistants or support staff.	X		A/I
9. Experience of supporting the evaluation of service delivery in a specialist setting, mainstream school and / or community setting	X		A/I
10. Relevant experience in working collaboratively with families and carers, education staff and other multiagency professionals within a team.	X		A/I
11. Experience in developing and delivering training to multi professional staff and monitoring the impact on practice.	X		A/I
12. Experience of dealing with parents and carers in distress or in times of crisis		X	
Skills			
13. Well demonstrated ability to appropriately plan, administer and interpret assessment of skills utilising formal and informal assessment	X		A/I
14. Well demonstrated ability to appropriately set intervention targets, plan therapy activities and carry out therapy activities for children with needs including ASD	X		A/I

15. Ability to work effectively as part of a multidisciplinary team.		X	I
16. Ability to work flexibly and independently	X		I
17. To demonstrate good negotiation skills across a range of issues		X	I
18. Ability to identify own learning needs utilising the appraisal process and in line with personal and service development needs	X		I
19. Highly developed presentation skills e.g. training, case presentation, team meetings	X		I
20. Effective communication skills, both verbal and written for presenting and report writing	X		I
21. The ability to consider cultural diversity and overcome barriers to communication	X		A/I
22. Ability to monitor and evaluate the impact of work	X		I
23. Ability to challenge and hold services to account for the services they provide to children and young people		X	I
24. Able to establish effective partnerships with other organisations and agencies	X		A/I
Qualifications and training			
25. Recognised Occupational Therapy degree qualification or equivalent	X		A
26. Health Professions Council – License to Practice	X		A
27. Have experience of Sensory Integration Therapy (minimum level 2) and in the assessment and treatment of children with a wide range of neurodevelopmental conditions and difficulties	X		I
28. Level 2/3 of Sensory Integration or ASI and SCERTS trained	X		A/I
29. Registered to the College of Occupational Therapy and HCPC / Desirable would be BAOT and RCOT's Paediatric Specialist Interest section	X		A
30. Training in and experience of Sensory Integration Therapy.		X	I



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31. To have kept up to date with research and best practice, evidenced through completion of relevant short courses / certification	X		I
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A – Application form / CV

I – Interview

T – Test

C - Certificate