



JOB DESCRIPTION

OCCUPATIONAL THERAPIST

MAIN PURPOSE OF THE JOB

1. To provide an occupational therapy service as part of a multi-professional team to young people with developmental and learning difficulties who are placed in Garratt Park School.
2. To liaise with a multi-professional team and the Language Manager, clarifying the role and responsibilities of the OT within Garratt Park School and Garratt Park Advisory Service and contributing to frameworks for joint working practices, with the school.
3. To act as a resource for professionals working with children with sensory, motor and co-ordination difficulties at Garratt Park School. These students will have a range of Moderate Learning Difficulties and additional complex needs
4. To provide training to education staff and other colleagues in the field of development of co-ordination and motor skills, sensory integration and independence skills
5. To contribute to monitoring and evaluating the curriculum areas, schemes of work, oversee personalised learning packages and Personal Growth target setting where consideration for physical needs is required.
6. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
7. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
8. To support and implement the school and LA's Equal Opportunities policy.
9. To implement the school's Mission Statement, aims, policies and values of the school.
10. To contribute to the development of a highly specialist multi-professional team supporting all aspects of accessing the curriculum and environment within Garratt Park School.
11. To carry out associated duties which are reasonably assigned by the Headteacher.



MANAGERIAL DUTIES

1. To be able to prioritise own workload and identify any risks to service delivery (potential or actual) and communicate these risks to the Director of Language and Learning
2. To ensure that students/carers are involved in the planning and decision making relating to Occupational Therapy care plans.
3. To contribute to research and the auditing of projects with Garratt Park.
4. To participate in clinical governance of Garratt Park School Therapies Team.

CLINICAL DUTIES

1. To be accountable for the delivery of an occupational therapy service to Garratt Park. To monitor and evaluate own service delivery and provide progress reports to the Director of Language and Learning.
2. To provide advice and support to other professionals regarding the management and care of secondary pupils with co-ordination or sensory difficulties and advising on appropriate onward referral agencies and resources for this specialism.
3. To assess, develop and implement treatment and programmes of care, writing reports reflecting knowledge and providing appropriate intervention and evaluate outcomes. These young people will present with a wide range of cognitive, sensory, physical, behavioural, social communication impairments with associated or co-existing speech, language and interaction disorders
4. To provide specialist intervention demonstrating clinical effectiveness by use of evidence based practice and outcome measures, whilst adapting practice to meet individual circumstance and educational context.
5. To use a holistic, client-centred approach, gathering and synthesising information from other professionals and parents/carers, in order to ensure that intervention packages are best suited to the young person, family and place of delivery and that therapy is embedded into the young person's daily routines and education.
6. To use investigative skills and a knowledge of standardised assessment and other assessment tools together with analytical clinical reasoning skills in order to form a baseline measure or differential diagnosis from which to plan a programme of intervention.
7. To provide detailed and clear targets and outcomes for programmes fully integrated into the educational curriculum as part of each young person's Individual Care Plan, in consultation with parents and teachers.



8. To empower parents, carers and teachers in understanding the nature of the disability or dysfunction and the impact of this on learning, independence and behaviour.
9. To access supervision from specialist occupational therapists when needed to develop clinical knowledge and skills appropriate for this client group
10. To ensure that the designated member of staff is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

PROFESSIONAL DUTIES

1. To ensure that up to date records of students' progress are kept and made available to parents/carers, outside agencies and for annual reviews, according to professional standards.
2. To ensure that all aspects of Occupational Therapy intervention are delivered to a high clinical standard and are evidence based.
3. To ensure that the service delivery meets agreed professional standards and protocols.
4. To monitor and ensure the quality and fitness for purpose of therapy reports including reports for tribunals, onward referrals and statutory assessments.
5. To understand the duties and responsibilities arising from relevant procedures including safeguarding children, SEN procedures and other legal frameworks.
6. To demonstrate a commitment to understanding diversity and equal opportunities.
7. To contribute to own Performance Management Plans ensuring that school/team objectives are reflected in that process. To identify personal and professional development evidenced by a personal development plan and professional portfolio within an appraisal framework.
8. To ensure confidentiality when sharing information with others, observing data protection guidelines
9. 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 continuing professional development and lifelong learning, and maintaining a professional portfolio of CPD to reflect this development.

ETHOS

1. To encourage positive behaviour from students as outlined in the school's Good Behaviour Policy.
2. To ensure the spiritual, moral, social and cultural developments of students.