Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Highly Specialist Occupational Therapist	**Grade:** PO6
Section: Special Educational Needs	**Directorate:** Children's Services
Responsible to: Head of Advisory Service for Autism	**Responsible for following staff:** Multi Therapy Assistants
Post Number/s:	**Last review date:** September 2026

Working for the Richmond & Wandsworth Better Service Partnership

We're Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children's services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We're here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That's why, at Richmond & Wandsworth Better Service Partnership, you'll be at the forefront of innovation in local government, and we'll invest in you and offer you opportunities to grow in a way only our unique organisation can.

Job Purpose

To work collaboratively within a multi-agency advisory team, under the direction of the Head of Service, to support education settings to meet the needs of autistic children and young people and those with social communication needs. The postholder will deliver high quality training to professionals and families, provide programmes of intervention and group support for children in school or early years settings, and oversee and provide advice and support to Multi Therapy Assistants.

Specific Duties and Responsibilities

1. Work within a multi-disciplinary team to support assessment of occupational therapy needs for children with a wide range of needs, including autistic children and children with social communication needs, where concerns have been raised or the educational placement is at risk.

2. Act as a senior member of the multi-disciplinary team, setting, monitoring and reviewing specialist programmes for individuals or small groups delivered by Multi Therapy Assistants or professionals within settings.
3. Deliver highly specialist Occupational Therapy to support families where issues at home are impacting attendance at school and in education settings where direct work is required.
4. Support and advise education staff in schools and settings, as well as children and parents or carers.
5. Promote effective inclusion of children and young people with occupational therapy needs across the school curriculum through advice and support to education settings, including around the sensory environment.
6. Raise awareness of the needs and strategies available to support autistic children with their occupational therapy needs through promoting and supporting a graduated response.
7. Promote robust transition arrangements for pupils with occupational therapy needs.
8. Work as an autonomous practitioner within the standards of professional practice laid down by the Royal College of Occupational Therapists and the Health and Care Professions Council.
9. Lead on supervision, education and training for Multi Therapy Assistants and provide advice and support to other professionals within the Advisory Service for Autism.
10. Support the management of the Advisory Service for Autism as required by the Head of Service.
11. Support Headteachers and Early Years Managers to evaluate and develop whole-setting provision to meet the needs of pupils with autism and social communication needs, with a focus on a supportive environment for occupational therapy needs.
12. Deliver training and workshops to teachers and support staff to upskill and empower education staff working with children who would benefit from occupational therapy advice and programmes.
13. Communicate and liaise with schools and the community therapy team to ensure there are no gaps or duplication in support provided to children, families and settings.
14. Lead training sessions for parents and carers and attend drop-in sessions to provide individualised advice and support around occupational therapy needs.
15. Contribute to a quality assurance programme to ensure services are evaluated for quality and outcomes, continuously improve, and respond to the needs of children and young people.

16. Communicate effectively with other services, including Schools and Community Psychology Service, Early Help, CAMHS, Early Years Hub, Special Needs Assessment Service, Early Years services, schools and further education settings.
17. Keep appropriate and up-to-date records of children's and young people's progress using relevant IT systems, such as Mosaic and EHITS.
18. Contribute to EHCNA statutory processes where appropriate in line with relevant legislation and the SEND Code of Practice, including written contributions and attendance at EHCP Annual Reviews where required.
19. Operate in a way which safeguards children and is fully compliant with Working Together to Safeguard Children and London Child Protection procedures.
20. Be accountable for own professional practice, recognise professional boundaries, seek advice as appropriate, and work within departmental and national protocols, policies and professional codes of conduct.
21. Undertake training, including child protection training, and take part constructively in meetings, supervision, seminars and other events designed to support communication and professional development.
22. Share information and liaise with teams within Children's Services in a professional manner as appropriate, ensuring schools and settings take a consistent approach in working with children.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth 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 working 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 both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.
- The profile is not intended to be an exhaustive list of the 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.

Additional Information

N/A

Team structure

For the current structure please go to The Loop.

Person Specification

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Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please familiarise yourself with our values as they are an integral part of our recruitment and selection process.

Person Specification Requirements			**Assessed by A/I/T/C**
Knowledge	**Essential**	**Desirable**	**Assessed**
In-depth knowledge of autism, social communication needs and how these may affect function.	X		A/I
Extensive knowledge of appropriate assessment and therapeutic interventions relevant to the client group.	X		A/I
Extensive knowledge of principles of effective working with families and application to practice.	X		A/I
Comprehensive knowledge of typical child development, the National Curriculum and the SEND Code of Practice as relevant to the post.	X		A/I

Experience	Essential	Desirable	Assessed
Significant experience in assessment and intervention for autistic children and children with social communication needs.	X		A/I
Extensive experience of operational caseload management for autistic children and children with social communication needs.	X		A/I
Experience of providing clinical supervision, ideally through working with Multi Therapy Assistants or support staff.	X		A/I
Experience of supporting evaluation of service delivery in a specialist setting, mainstream school and/or community clinic.	X		A/I
Relevant experience of working collaboratively with families and carers, education staff and other multi-agency professionals.	X		A/I
Experience of developing and delivering training to multi-professional staff and monitoring impact on practice.	X		A/I
Skills	**Essential**	**Desirable**	**Assessed**
Ability to plan, administer and interpret formal and informal assessments and set appropriate intervention targets.	X		A/I/T
Ability to work effectively as part of a multi-disciplinary team, flexibly and independently.	X		A/I
Good negotiation, communication, presentation and report-writing skills.	X		A/I/T
Ability to consider cultural diversity and overcome barriers to communication.	X		A/I
Ability to monitor and evaluate the impact of work and establish effective partnerships with organisations and agencies.	X		A/I
Qualifications	**Essential**	**Desirable**	**Assessed**
Recognised Occupational Therapy degree qualification or equivalent.	X		A/C
Registration with the Health and Care Professions Council.	X		A/C

Evidence of keeping up to date with research and best practice through relevant continuing professional development.	X		A/I/C

A – Application form / CV
I – Interview
T – Test
C – Certificate