



JOB DESCRIPTION

RESPONSIBILITIES OF ALL STAFF

- To support the whole school vision, values and expectations
- To act upon the duties and responsibilities arising from the Children Act 2004, 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- To demonstrate commitment to Equal Opportunities
- To show commitment to whole school expectations 'Ready Respectful Safe' as outlined in the Code of Conduct
- To show commitment to the School Growth Plan priorities by attending meetings or training as required and working towards annual Professional Growth Plan targets
- To carry out duties associated with the role which are reasonably assigned by the headteacher

RESPONSIBILITIES OF OCCUPATIONAL THERAPISTS

- To manage a clinical caseload and time effectively, prioritising work as required.
- To complete and maintain accurate speech and language therapy case notes in accordance with RCOT and HCPC best practice guidance and standards of conduct, performance and ethics.
- To select and use appropriate formal and informal assessment tools.
- To provide clinical assessment and intervention to students within GPS with a range of conditions/disabilities and complex social and functional needs
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention
- To report to other team members regarding occupational therapy interventions and communication programmes.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in students' case notes.
- To keep up to date and accurate statistical information regarding direct and indirect student contacts in college systems and calendar as advised by the therapy lead.
- Provide specialist advice and support to other professionals regarding the management and care of students to help them develop functional skills for everyday life in the areas of self-care, life skills, school work and play.
- Be accountable for the attainment, progress and outcomes of students on the caseload
- Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn
- Have a clear understanding of the needs of all students: special educational needs; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Give students regular feedback in a form that is appropriate to the student
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Contribute to the EHCP annual review by providing written feedback using school systems