Autism East Midlands Clinical Services, Children’s Team

Highly Specialist Occupational Therapist . Band 7

**Job Description**

1. Job Title: Occupational Therapist

Department:Clinical Team (Children’s Services, based at Sutherland House School Nottingham)

Hours:Part time or full time to be agreed

2. Responsible to**:** Speech Therapy Team Leader/ Head teacher

 (Clinical supervision provided by external provider)

3. Staff reporting to you: None.

4. Clinical supervisory responsibilities: Yes. Therapy assistant/lower grade OT as appropriate/needed

5. Summary of Role

5.1 To work as a member of the Autism East Midlands Clinical team, to provide a leading role in delivering an effective and specialised occupational therapy service for children within Autism East Midlands who present with complex and diverse needs including autism, learning difficulty, sensory processing and sensory motor difficulties, fine and gross motor difficulties, emotional/attachment difficulties and behaviour that challenges.

5.2 To work collaboratively as a member of the multi disciplinary team in children’s services.

5.3 To independently manage a defined caseload of students using evidence based therapeutic approaches, knowledge of sensory integration/similar specialist knowledge and person centred principles to assess, plan, implement and evaluate programmes of intervention/provide advice/provide direct therapy as required.

5.4 To ensure that the Occupational Therapy needs as specified in an individuals EHCP are met and contribute to the EHCP review process as needed; including the identification of unmet need.

5.5 To offer highly skilled support and specialist advice at environmental level, working closely with other colleagues to ensure there is effective and appropriate adjustments to the physical environment, and to provide specialist advice regarding equipment and appropriate and safe use of equipment that is recommended and/or is part of an individuals programme of intervention. This will include the writing of risk assessments.

5.6 To take a leading role in monitoring and ensuring high standards are consistently reflected in OT policy and then put into practice within the service area.

6. General Responsibilities:

6.1 Conform at all times with health and safety requirements set down in legislation and adhere to safe working practices as directed in health and safety legislation and AEM policies.

6.2 To aim to work to the professional standards as reflected by banding and code of conduct as defined by the Royal College of Occupational Therapists, and HCPC

6.3 Promote and safeguard the welfare of children/young people in line with safeguarding legislation and AEM policies and procedures

6.4 To, at all times act according to the policy and philosophy at Autism East Midlands as outlined in company guidelines and policy documents and carry out any other reasonable duty requested by the Team leader/Head Teacher.

7. Clinical Duties

Assessment and Intervention

7.1 To use skilled clinical reasoning and evidence based procedures to carry out detailed assessments and information gathering for students with a range of sensory, communication, social and learning needs, in collaboration with other members of the clinical team, appropriate staff, families/carers and other key people, in order to plan, monitor and review individual need and appropriate programmes of intervention.

7.2 To independently manage a caseload (considering EHCP requirements and presenting need of individuals and service). Use advanced therapeutic assessments and interventions including those relating to sensory integration for children who present with complex and diverse needs. Plan, prioritise, coordinate and evaluate the service to children within AEM in close liaison with the clinical leads, colleagues and staff, including senior staff team.

7.3 To support and facilitate staff in their understanding of a range of matters in relation to occupational therapy; including: occupational therapy outcomes related to functional life skills, sensory processing needs and autism spectrum disorders, the nature and causes of sensory processing difficutlies, understanding the importance of meaningful activity, how to make appropriate adaptions to the environment and how to develop appropriate and consistent ways of enabling independence for individuals with autism and their families/carers.

7.4 To consult with appropriate staff, regarding the levels of input and agree intervention programmes given to students, to contribute to the prioritisation process and manage a defined caseload independently, as required.

7.5 To use skilled clinical judgement to develop and deliver/implement a range of appropriate outcome driven and evidence based integrated interventions (direct and indirect (including training and consultancy)) involving, as agreed, the individual, family/carers, appropriate staff, professionals and key people in the individual’s environment.

7.6 To monitor and evaluate the effects and outcomes of all OT intervention. To keep up to date records of an individual’s progress using appropriate recording and reporting processes, in line with company practise and OT guidelines.

7.7 To produce and contribute accurate, accessible and detailed written information for a range of purposes including written profiles of sensory processing and functional skills and needs, sensory diets, programmes relating to motor skill, annual review reports, and contributions to support and enable the individual, staff/families/carers/commissioning services/local authority.

7.8 To be actively involved and where possible take a leading roll on the development of OT within the children’s clinical team, as part of clinical services and AEM service development planning.

7.9 Provide staff/families/carers (as appropriate) with appropriate support and strategies relating to OT needs across living, learning and social contexts, where possible promoting generalisation and carry-over of strategies for independent living and learning.

8 Team Working

8.1 To be an active member of AEM Clinical Team, including working closely with the therapy assistant, supporting the development planning of OT withinthe school, and contributing at individual and environmental levels as agreed with therapy team leader/Head teacher.

8.2 To provide advice that facilitates the development of staff skills to follow good practice guidelines and individual recommendations for how best to meet the needs of the students they work with.

8.3 Be responsible for promoting collaborative working practices with all staff in order to ensure Occupational Therapy is integrated into planning and delivery within designated areas of service delivery.

8.4 To work closely as a member of the clinical team with the senior leadership team, communicating effectively with staff, children and their families to facilitate and support the implementation of therapeutic programmes/sensory diets.

8.5 To liaise with relevant departments, as appropriate, within the organisation promoting OT services to create opportunities, relationships and environments that make individuals want to be more independent in their functional activities and to use appropriate strategies to manage sensory processing difficulties/behavioural and/or emotional needs relating to sensory processing.

8.6 To bring to the attention of the Therapy team leader/Head Teacher/Senior Management any significant developments and/or concerns regarding the transactional support required for OT interventions.

9 Training/Education

9.1 To be involved in facilitating staff learning and being actively involved in providing advice and a range of training for AEM staff including contributing to whole staff induction programmes, staff training and development plans for the service as needed.

9.2 To actively contribute to providing individualised bespoke training to develop staff skills in order for them to support a given individual/group in the required way; e.g. so that they can complete a programme or sensory diet for a named individual.

9.3 To actively contribute to bespoke/tailored training and support for staff, families/carers and other professionals involved with AEM in clinical topics that are related to your practice and the needs of individuals at AEM

10 Clinical Knowledge, Quality and Standards

10.1 To use clinical knowledge, skills and experience, including autism specific strategies both independently and in collaboration with others to create and maintain environments and practices which facilitate an individual’s outcomes and them achieving their full potential, and which promote sensory regulation.

10.2 To actively maintain and further develop clinical knowledge and expertise in areas of specific autism practice including applying knowledge and skills gained through CPD e.g. from external and internal training courses/seminars/etc.

10.3 To continually monitor and evaluate the intervention process and key areas of prioritisation, and adapt as appropriate as part of a collaborative process

10.4 To maintain Continuing Professional Development requirements as described by RCOT and HCPC guidelines and attend/support the school’s programme of in-service training and CPD. To actively participate in AEM individual staff development meetings, and undertake appropriate training/targets.

10.5 To actively develop and apply clinical knowledge and skills of a range of therapeutic approaches that are widely understood to benefit indivudal’s with Autism.

11 Resource Management

11.1 To liaise, as appropriate, with the relevant department to ensure that the department/service is adequately equipped for the needs of the students and/or service users, including staff supporting individuals and that resources and devices are maintained appropriately.

11.2 To ensure that risk assessments are written and reviewed for the equipment that is used, issued, and advised on by OT.

**Equal Opportunities Statement**

Autism East Midlands has a strong commitment to working towards the achievement of equality and opportunity in both service delivery and employment. Autism East Midlands mission statement and strategic objectives directly support these aims. All employees are required to actively support and implement Autism East Midlands Equal Opportunities Policies.

The post holder will be required to undertake such duties as may reasonably be expected. All members of staff are expected to be professional, co-operative and flexible within the needs of the post, the department and Autism East Midlands.

This post is subject to satisfactory enhanced disclosure from the Criminal Records Bureau/Disclosure and Barring Service (DBS)

*Footnote: This job description is provided to assist the jobholder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.*