THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA

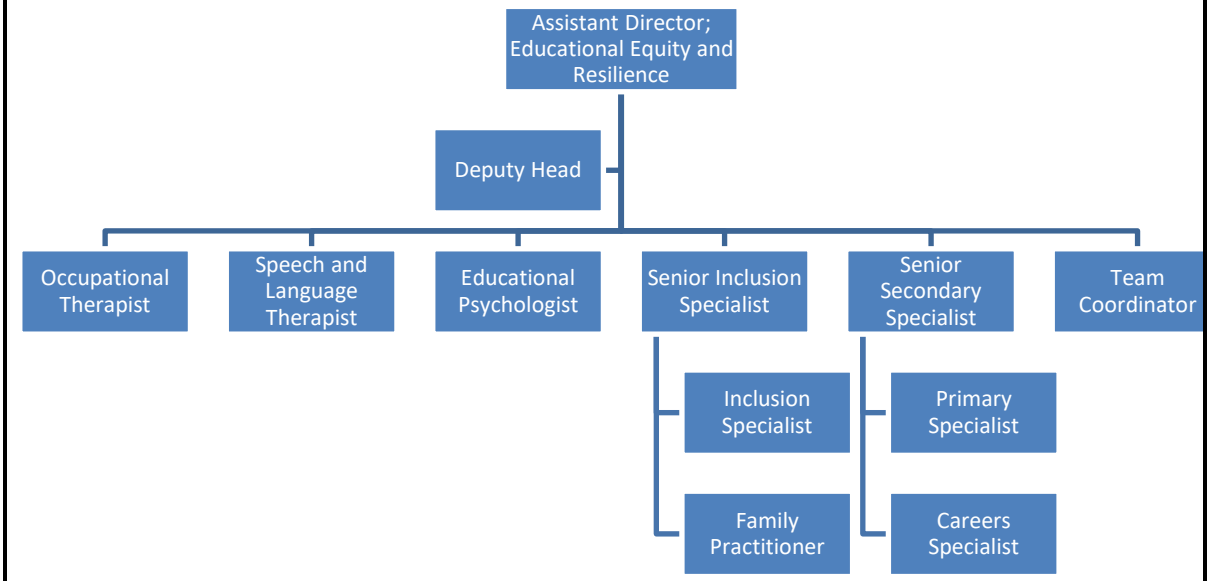
JOB DESCRIPTION

Job title	Occupational Therapist
Directorate	Chief Executive
Service	Grenfell Partnerships
Team	Grenfell Education Hub
Grade	Grade G

DBS Check Required	Enhanced with Children's and Adults Barred List
Justification for DBS	Regulated Activity with Children and Adults
Politically Restricted	No

Responsible to:	Deputy Head, Grenfell Education Hub
Employees directly supervised *(if applicable)*:	

Organisational structure chart *(job titles only, no employee names)*



1. JOB PURPOSE:

1. The Occupational Therapist (OT) will provide a high-quality, evidence-based occupational therapy service for children and young people aged 0 - 25 who are eligible for support from the Grenfell Education Hub.

2. The post holder will undertake specialist assessment, intervention, consultation and provide advice for children and young people experiencing functional difficulties arising from physical, sensory, developmental, emotional, mental health and trauma-related needs. The role will support participation in education, self-care, leisure and community life activities through occupation-focused practice.

3. As the sole Occupational Therapist within the Education Hub, the post holder will work with a high degree of professional autonomy and clinical responsibility. They will lead on the development of occupational therapy provision across the Hub, provide consultation, training and support to educational settings, and contribute specialist occupational therapy knowledge to multidisciplinary practice.

4. The post holder will play a key role in developing trauma-informed, restorative and relational approaches across schools and educational settings, ensuring children and young people receive the highest level of support required to achieve positive educational, social and emotional outcomes.

2. DESCRIPTION OF DUTIES:

Clinical Practice

- Provide occupational therapy (OT) assessments for children and young people aged 0 - 25 presenting with physical, sensory, developmental, emotional, mental health and trauma-related needs.
- Undertake OT assessments of functional skills including participation in education, self-care, play, leisure, community access and independence.
- Develop and deliver evidence-based OT interventions for individuals and groups aligned to evidenced-based care.
- Monitor, review and evaluate intervention outcomes and adapt individual plans for children and young people accordingly.
- Produce high-quality written reports, recommendations and support plans for families, schools and multi-disciplinary professionals.
- Maintain professional accountabilities for all aspects of clinical practice in accordance with Professional Regulator requirements including HCPC registration and maintaining RCOT standards.
- Manage OT clinical risk and safeguarding responsibilities in line with statutory guidance and organisational policies.

Caseload Management

- Independently manage a complex OT caseload across multiple schools and community settings. Prioritise referrals and interventions according to need, risk and service priorities.
- Work autonomously with high professional standards, whilst direct occupational therapy supervision is maintained through peer networks externally.

Consultation and Capacity Building

- Provide consultation and advice to schools, families and partner agencies.
- Work collaboratively with school leaders, SENCOs and multidisciplinary colleagues to develop effective support plans.

- Deliver training, workshops and awareness-raising sessions to educational professionals and parents/carers.
- Support schools to adopt occupational therapy-informed strategies and whole-school approaches that promote participation, inclusion and wellbeing

Service Development and Leadership

- Lead the development and implementation of occupational therapy provision within the Education Hub and identify emerging needs, contributing to strategic planning and service development.
- Develop resources, pathways and guidance to enhance the effectiveness of the service and contribute occupational therapy expertise to organisational policies, procedures and service improvement initiatives.
- Advocate for occupation-centred and trauma-informed practices across the Hub and partner schools and establish and maintain effective multi-agency relationships that support improved outcomes for children and young people.

Evaluation and Quality Improvement

- Maintain accurate and timely records in accordance with professional, organisational and legal requirements and collect and analyse qualitative and quantitative outcomes data. Produce regular reports, case studies and service evaluations demonstrating impact and service improvement.
- Participate in audit, quality improvement and evidence-informed practice initiatives. Maintain current knowledge of research, best practice and emerging developments relevant to paediatric occupational therapy.

Communication

- Communicate complex and sensitive information in a clear, empathetic and accessible manner, whilst building effective relationships with children, young people, families, schools and professional partners.
- Represent the occupational therapy function within multidisciplinary and multi-agency forums.

The duties and responsibilities outlined in this job profile are indicative of the role, however they are not exhaustive and may be subject to change. In addition, you will be required to undertake other reasonable duties as directed by your manager.

SELECTION CRITERIA/PERSON SPECIFICATION

Conditions to Note:
The person specification outlines the essential requirements the post holder or applicant must meet to fulfil the role and the duties outlined.

Candidates:
When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:
The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Resilience:
We encourage staff to assist the council during a significant emergency response which will focus on meeting the needs of residents. This may necessitate staff involvement, and in exceptional circumstances, could involve redeployment to support the emergency response.

Informed by our learning from the Grenfell tragedy, senior managers (Head of Service and higher) are expected to play an active coordination and leadership role in the Council's broader emergency response efforts during major or serious incidents. This includes arranging urgent resources from their own services and rallying staff teams to help residents during their time in need.

Values & Behaviours
The Royal Borough of Kensington and Chelsea have identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	**Equal Opportunities** • Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.
B	**Qualifications/Training/Certificates** • A recognised and approved degree level qualification in Occupational Therapy. • Up to date UK registrations with HCPC and RCOT and adhere to RCOT & HCPC Professional and Clinical Standards and Code of Conduct as well as National and Local Clinical Guidelines.

C	**Skills, knowledge and experience** • A passion for and experience of improving outcomes for children and young people • Ability to build positive relationships and work collaboratively with multi-disciplinary teams • Knowledge of how trauma can impact children and young people's daily functions • Significant experience of delivering Occupational Therapy (OT) interventions and services for children with varied individual needs in at least two different settings, e.g. schools, colleges, or other educational provision • Knowledge of the English education system including how schools identify and address children's special educational needs. • Experience of working with children and young people of different ages and stages of development. • Ability to work autonomously as a sole OT practitioner within a multi-disciplinary team • Ability to lead OT function and service within the Grenfell Education Hub team • Share and develop the Hub's commitment to restorative and relational practice • Culturally competent knowledge, with an understanding of diverse family contexts and the ability to tailor interventions accordingly. • Skilled in delivering training and building capacity among educators and families. • Organised and reflective, with the ability to adapt strategies based on evidence and feedback to ensure that the function and service develops over time. • Clear and concise written skills, with competency in IT skills for reports, advice/ activity suggestions and to research Occupational Therapy related information online. • The ability to keep well-ordered and efficient records that show impact of work undertaken through pupil progress. • Ability to work under pressure and manage competing demands. • Remain flexible within the needs of the Education Hub as it develops over time.

OUR VALUES AND BEHAVIOURS

Our values and behaviours underpin everything we do.
They guide our interactions with residents, businesses, visitors, partners and each other.
They are also a measure of how well we've done.

	Our Values & Behaviours
D	**PUTTING COMMUNITIES FIRST** • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. The following examples are indicators of effective behaviour: • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. Our residents will feel that:

	• I have been included • I can see how my views have been taken into account • I can see improvements and developments based on my input
E	**RESPECT** • We listen to everyone and value the personal experiences of people in our communities and of each other. • We adopt a fair and involving approach regardless of any way in which an individual is different to us. The following examples are indicators of effective behaviour: • I adapt my approach to take account of all differences and cultures in the community and with colleagues. • I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. • I communicate in a way that is respectful, encourages involvement and meets people's needs. Our residents will feel that: • I feel my culture and background are respected. • I have confidence that action is being taken. • I feel I am being treated fairly.
F	**INTEGRITY** • We act with openness, honesty, compassion, responsibility and humility. • We let people know what we are doing and communicate why and how decisions have been made. The following examples are indicators of effective behaviour: • I demonstrate empathy in my interactions with others. • I am honest and transparent about the decisions I take. • I follow through on the actions I say I will take and take ownership for communicating the outcome. Our residents will feel that:

	• I am told when something is not possible, and the reasons why are explained to me. • I feel my perspective is listened to and understood. • I feel my views are valued
G	**WORKING TOGETHER** We work together and in partnership with everyone that has an impact on the lives of our residents. • We want to understand, learn from each other and continually adapt. The following examples are indicators of effective behaviour: • I work with others to provide an effective service for residents, local communities and other departments within the Council. • I seek ways to work with other departments to deliver a seamless service and find opportunities to improve. • I seek out opportunities to learn from my colleagues and build on good practice. Our residents will feel that: • I can get my issue resolved without being passed around departments. • I find it easy to access the services that I need. • I feel the Council is open to new ideas.