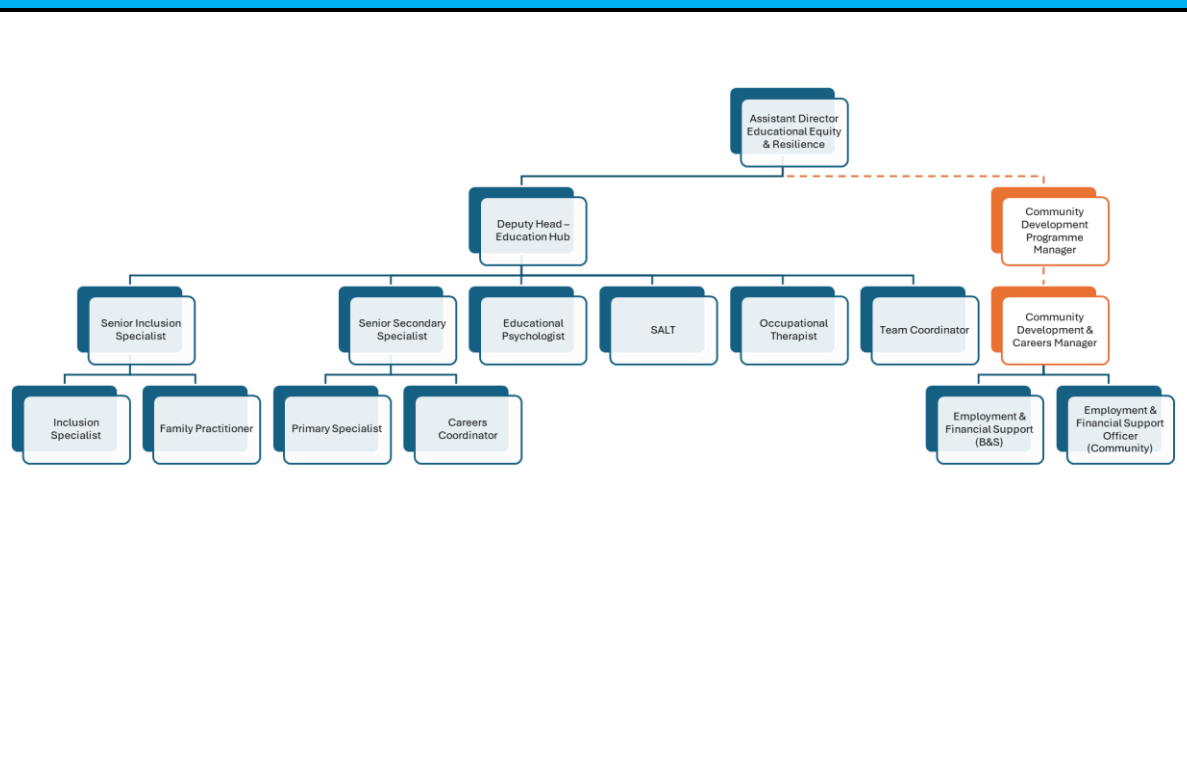


JOB DESCRIPTION

Job Title	Occupational Therapist
Directorate	Grenfell
Service	Grenfell Education Team
Grade	F

Employees directly supervised 0
(if applicable):

Family Tree (job titles only, no employee names)



1. JOB PURPOSE:

To provide specialist occupational therapy services to children and young people impacted by the Grenfell Tower tragedy, supporting their recovery and resilience through early intervention and pre-statutory casework. The role focuses on addressing trauma-related developmental, sensory and functional needs of individuals and families, fostering their capacity to thrive in their daily lives, education and social environments.

Working collaboratively with families, schools and community partners as part of a multi-systemic team, the therapist will deliver trauma informed interventions, contributing to the holistic care of children and young people.

The Occupational Therapist will play a key role in shaping trauma-informed practices, providing tailored interventions, offering training, advice and support to build capacity for professionals and caregivers within the Grenfell community.

2. DESCRIPTION OF DUTIES:

Early Years Interventions & School Based Support:

- Identify and address developmental delays, sensory needs or motor skills challenges in children aged 18 months+, working directly with families and nurseries/childminders/nannies to improve developmental outcomes.
- Assess sensory, physical or emotional barriers to learning, using evidence-based methods to inform strategies that improve educational engagement and achievement.
- Deliver workshops for school staff, parents and carers on trauma-informed approaches, early childhood development, sensory integration strategies, regulation techniques and mindfulness and play-based approaches to enhance children's learning, engagement, physical and emotional development.
- Create and implement personalised plans tailored to each child's unique needs, ensuring they are prepared for successful participation in early education settings.
- Work with teachers and SENCOs to develop inclusive classroom environments, implementing practical adjustments that enhance accessibility and participation for all learners.

Community Engagement & Trauma Informed Interventions:

- Work with families to equip them with the knowledge and skills to create supportive home environments that meet their child's specific needs.
- Collaborate with families, schools and local organisations to design and deliver targeted programmes that assist families in managing key transitions, such as starting school or moving between educational stages; creating consistent approaches for overcoming trauma-related challenges, ensuring continuity and alignment between home and educational settings.
- Lead community workshops on topics such as motor skill development, emotional regulation and trauma recovery, empowering families with practical tools and knowledge.
- Develop and deliver tailored interventions addressing sensory processing difficulties, self-regulation and resilience, enabling children to better manage trauma-related difficulties
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Transitions and Lifelong Learning:

- Provide individualised support during key transitions such as entering early years education, moving from primary to secondary school or preparing for post-16 pathways, ensuring smoother adjustments and greater confidence.
- Equip young people with essential skills, including planning, organisation and anxiety management, to prepare them for greater independence and further education and progression to further education or employment.

Advocacy and Empowerment:

- Act as an advocate for children and families, ensuring they have access to the resources and adjustments they need, enabling their voices to be heard and needs effectively met.
- Foster confidence in families by promoting restorative and culturally sensitive approaches, helping them to take an active role in supporting their children's development.

Evaluation, Assessment and Reporting:

- Carry out comprehensive Occupational Therapy assessments in line with UK SEND requirements, providing evidence-based input for Education Health and Care Plan Need Assessments (EHCPNA) applications.
- Produce detailed reports with clear actionable recommendations to inform support plans and guide effective therapeutic and educational strategies. Evaluating the effectiveness of interventions regularly, adapting plans to respond to evolving needs and ensuring optimal outcomes for children and families.
- Collaborate with schools and multidisciplinary teams to ensure timely implementation of assessment findings, promoting consistency and measurable progress
- Maintain accurate, thorough documentation, keeping confidential records and provide statistical information as required to support intervention planning, track progress and ensure accountability for each child's progress.

General Requirements

- To work in accordance with relevant Council's policies and procedures including Equal Opportunities and Safeguarding Adults and Children responsibilities.
- Carry out any other duties as assigned and deemed commensurate with the grade and overall responsibility of the post.
- Have a flexible approach to working hours, including evenings and occasional weekend work where necessary.

SELECTION CRITERIA/PERSON SPECIFICATION

Job Title:

Occupational Therapist

Conditions to Note:

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.

Values & Behaviours

The Royal Borough of Kensington and Chelsea has 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 • Qualified Occupational Therapist with registration from the Health and Care Professionals Council
C	Skills; Experience and Attitude • Experience working across developmental stages, including early years, primary and secondary education • Knowledge and understanding of the SEND Code of Practice and KCSIE 2020 • Proficient in trauma-informed practices, sensory integration techniques and delivering assessments in line with UK SEND requirements • Experience of assessing children with special educational needs in order to support school staff and caregivers to plan for their needs. • Proven ability to evaluate programmes of support and to contribute to the process of review. • Ability to support and challenge educational settings in the inclusion of pupils with OT needs. • Strong interpersonal skills, with the ability to work collaboratively with families, schools and community organisations • Culturally competent, with an understanding of diverse family contexts and the ability to

	tailor interventions accordingly • Ability to apply a trauma informed lens to all aspects of practice, understanding how trauma may manifest in behaviour and learning difficulties • 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 • Proven ability to establish and maintain positive relationships with pupils, professional colleagues, parents/carers, outside agencies and community organisations • An ability to use clinical reasoning skills in order to analyse and interpret assessment findings, and plan and evaluate intervention. • An understanding of the Occupational Therapist role and its boundaries, and how this relates to Children and Young People. • Ability to work independently and to prioritise and organise workload. • 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. • Willingness to attend and participate in any recommended training for the purpose of the role. • Basic knowledge relating to child health and safeguarding. • Participate in continued professional development and keep informed of relevant research and best practice, and to maintain HCPC registration. • Effective presentation skills and experience in providing training to parents, schools and other professionals.
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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

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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.