

**PERSON SPECIFICATION
GENERAL INFORMATION**

Job Title: Specialist Occupational Therapist – Kisharon School

Band: Band 6

Criteria	Essential or Desirable	Application / Interview
Qualification		
➤ Qualification diploma/degree in occupational therapy and current HCPC registration & Enhanced DBS	E	A / I
➤ Registered member of the Royal College of Occupational Therapists	E	A / I
➤ Post graduate training in assessment and interventions relating to occupational therapy and children and young people with Special Educational Needs	E	A / I
➤ Post graduate training in working with children and young people with ASD using sensory approaches to assessment and intervention	E	A / I
Experience & Knowledge		
➤ An up-to-date professional portfolio demonstrating reflective learning	E	A / I
➤ 2 full years post-registration experience of working with children and young people with Special Educational Needs including ASD within one or more settings	E	A / I
➤ Experience in using standardized and structured assessments and in implementing specialized occupational therapy treatment approaches & measuring outcomes	E	A / I
➤ Experience managing complex cases using clinical reasoning and evidence-based practice	E	A / I
➤ Experience in the organization and presentation of workshops, courses or other training packages	D	A / I
➤ Experience providing specialist advice and training/teaching/presenting formally and informally to students, other professionals or parents and carers	D	A / I
➤ Experience of planning and running groups	D	A / I
➤ Evidence of attending specific and relevant training courses and further developing clinical knowledge in areas related to post	D	A / I
➤ Experience of provision of specialist comprehensive written information to parents and other professionals including Education Health and Care Plans	D	A / I
➤ Experience of working collaboratively with others as part of an occupational therapy and multi-disciplinary team	E	A / I
➤ Understanding of issues involved in working in a diverse community, and of practical ways to ensure OT practice is culturally appropriate and accessible	E	A / I

➤ Experience of psychosocial aspects of working with families of children with severe disabilities	E	A / I
➤ Understanding of the role and process of clinical supervision	E	A / I
➤ Understanding of the restrictions on non-essential face-to-face client contact and knowledge of alternative remote service delivery	E	A / I
➤ Knowledge of specialist education and the principles of safeguarding vulnerable students	E	A / I
➤ Experience of working within a Special Needs School	D	A / I
➤ Experience of initiation or involvement in service development / projects	D	A / I
➤ Experience of supervision junior staff / students	D	A / I
Skills & Abilities		
➤ Able to set goals and evaluate the outcomes of person-centered / strengths-based OT intervention	E	A / I
➤ Able to demonstrate skills in Occupational therapy assessment of sensory processing and motor skills	E	A / I
➤ Able to demonstrate skills in providing Occupational Therapy intervention to address sensory processing and motor skills		
➤ Awareness of moving and handling legislation	D	A / I
➤ Awareness of health and safety legislation	D	A / I
➤ Awareness of assessing for specialist adaptive equipment and of evaluating effectiveness and safety	D	A / I
➤ Able to communicate effectively with a range of audiences in writing or orally both in formal and informal situations	E	A / I
➤ Evidence of understanding the needs of the service users and their carers, and to explain the role of OT to them	E	A / I
➤ Ability to manage own time and a clinical caseload, and to describe ways of prioritizing work	E	A / I
➤ Ability to identify professional training needs, and evidence of updating clinical skills	E	A / I
➤ Demonstrate computer literacy and IT skills	E	A / I
➤ Demonstrate good analytical and reflection skills	E	A / I
➤ Demonstrate good negotiation and problem-solving skills	E	A / I
➤ Demonstrate good skills in managing different levels of motivation in clients and their families / carers	E	A / I
➤ To be able to manage conflict in a professional manner and seek advice from supervisor where necessary	E	A / I
➤ To be able to work independently without onsite, direct support from colleagues	E	A / I
➤ Training and involvement in clinical audit and service improvement	D	A / I
Knowledge		
➤ Comprehensive knowledge of the developmental stages of children and young people	E	A / I

➤ Comprehensive knowledge of ASD including features of the disorder, how these impacts on function and learning, evidence-based strategies and approaches	E	A / I
➤ Practical knowledge of a wide range of Occupational Therapy assessments and treatment approaches	E	A / I
➤ Knowledge of Occupational Therapy theory and practice relevant to working with children and young people with special needs and their families	E	A / I
➤ Knowledge of the role and boundaries of the OT within the multidisciplinary team	E	A / I
➤ Sound awareness of the psychological and social factors of dysfunction and disability	E	A / I
➤ An understanding of cultural differences and their impact on OT provision	E	A / I
➤ Highly Specialist knowledge and awareness of adaptations to support children to access daily activities in school	E	A / I
➤ Knowledge of the role and boundaries of the Occupational Therapist within the multidisciplinary team	E	A / I
➤ Knowledge of national policies relating to health and education provision for children, young people and families	E	A / I
➤ Knowledge and critical awareness of current developments in paediatric Occupational Therapy practice	E	A / I
➤ Knowledge and experience of using ASD approaches including SCERTS and aspects of TEACCH	D	A / I
Other qualities		
➤ Good at working as a member of a multi-disciplinary team and facilitating effective team working	E	A / I
➤ Good communication skills with the ability to communicate complex information clearly, verbally and in writing	E	A / I
➤ Evidence of responding flexibly to change	E	A / I
➤ An understanding of the importance of service user and carer involvement in their own care and care planning	E	A / I
➤ Resilient	E	A / I
➤ Solution focused	E	A / I