

OCCUPATIONAL THERAPIST



PLYMOUTH
CITY COUNCIL

Role Profile

Title	Occupational Therapist	
Grade	Career Grades F and H	
Reference:	N957	
Reports to:	Team Manager (OT)	
Work style Definition	Mobile worker	
Job Type:	Professional	
Primary purpose of role	<p>Carry out needs-led assessments in a variety of environmental settings, for children and young people with identified permanent and substantial SEND, whilst supporting the family/carers in a holistic manner.</p> <p>This may include signposting, offering advice and guidance or referring on to other agencies, or in accordance with current legislation, departmental eligibility criteria and Plymouth City Council's policies, procedures and core values, the recommendation of essential assistive items of equipment and structural adaptations to their home environment.</p> <p>The main aim being to reduce risk, enhance independence, enable their parents/carers to continue to support as safely as possible.</p> <p>The work involves regularly caring for, supervising, training or being in sole charge of children.</p>	
Key accountabilities and key measures	Role Outcomes	
	Grade F	Grade H
	<ul style="list-style-type: none"> ▪ To organise own caseload to determine priorities, guidance to be given where there are more complex cases. (20%) 	<ul style="list-style-type: none"> ▪ Organisation of own workload to determine priorities. (20%)
<ul style="list-style-type: none"> ▪ To deal independently using observational and analytical skills to support evidence based decision making when handling new situations. (20%) ▪ To recognise changing needs in medical conditions which will necessitate short, medium and long term assessment and planning e.g. degenerative conditions such as muscular dystrophy, or where children are improving grade activities appropriately to meet the desired outcomes. (20%) 	<ul style="list-style-type: none"> ▪ To deal independently using observational and analytical skills to support evidence based decision making when handling new situations. (20%) ▪ To recognise changing needs in medical conditions which will necessitate short, medium and long term assessment and planning e.g. degenerative conditions such as muscular dystrophy, or where children are improving grade activities appropriately to meet the desired outcomes. (20%) 	

	<ul style="list-style-type: none"> To undertake initial assessments independently and formulate child plans using clinical reasoning to establish specific interventions and therapy for the child. (20%) 	<ul style="list-style-type: none"> To undertake initial assessments independently and formulate child plans using clinical reasoning to establish specific interventions and therapy for the child. (20%)
	<ul style="list-style-type: none"> Supervised or co-working for situations which may be complex and may not be covered by existing procedures by minimising risk if the ideal solution cannot be met e.g. manual handling guidance if environment is not adaptable for equipment. (20%) 	<ul style="list-style-type: none"> Resolution of problems or situations which may be complex and not covered by existing procedures. (20%)
	Role Measures	
	Grade F and Grade H	
	<ul style="list-style-type: none"> The needs of children, young people and their families are addressed, using the most appropriate resources/services, delivering, establishing and monitoring effective, beneficial and cost effective interventions. Positive impact upon the functional, social, emotional development of the child/young person with SEND. Support offered on an individual needs led basis with desired outcomes being discussed jointly with family/parent/carer to support positive engagement. Support offered in a timely manner reducing risk & potential escalation of problem. Family/parents/carers are more informed and better skilled to meet the needs of the child/young person. Information regarding identified need is accurate ensuring children & young people with SEND are kept safe. 	
Key activities	Grade F	Grade H
	<ul style="list-style-type: none"> To work through situations of conflict in order to provide best practice solutions, seeking appropriate support where necessary. For example, risk assessment, where provision of equipment/service will leave a child more vulnerable than non-provision. (10%) 	<ul style="list-style-type: none"> Conflicting information can require the jobholder to use judgement to assess a particular situation and decide the best way forward for resolution. (10%)
	<ul style="list-style-type: none"> Liaison with multi-disciplinary agencies, e.g. Health, Early Years, Education, to gain a holistic view of the situation and contribute to the benefits occupational therapy interventions will have for the child. (10%) To recognise the need to refer to other agencies and sign post families to other services. (10%) 	<ul style="list-style-type: none"> Liaison with multi-disciplinary agencies, e.g. Health, Early Years, Education, to gain a holistic view of the situation and contribute to the benefits occupational therapy interventions will have for the child. (10%) To recognise the need to refer to other agencies and sign post families to other services. (10%)

	<ul style="list-style-type: none"> ▪ Application of knowledge of departmental policies and procedures, Occupational Therapy process and professional standards to guide client interventions e.g. Initial and specialist assessments to support the therapy plan and interventions for the child. (10%) 	<ul style="list-style-type: none"> ▪ In depth understanding of childcare and other relevant legislation in order to provide excellent service to children and their families in assessing need and formulating child plans. (10%)
	<ul style="list-style-type: none"> ▪ Formal assessment of need of vulnerable children with complex health needs and/or learning difficulties, emotional and behaviour difficulties and providing support for their families. (10%) 	<ul style="list-style-type: none"> ▪ Responsibility for determining appropriate packages of advice, support and interventions and arrange the delivery of this in a timely manner. (10%)
	<ul style="list-style-type: none"> ▪ Regular responsibility for considerable inputting of information into manual and/or electronic information/systems. (10%) 	<ul style="list-style-type: none"> ▪ Regular responsibility for considerable inputting of information into manual and/or electronic information/systems. (10%)
	<ul style="list-style-type: none"> ▪ To determine appropriate advice and interventions and deliver them through a robust children's occupational therapy plan. To seek advice from senior staff where there are uncertainties. (10%) 	<ul style="list-style-type: none"> ▪ Regular requirement to give instructions to other employees, or those in a similar position and to check their work. (10%) ▪ Demonstration of duties and mentoring of less experienced staff, resulting in improved performance. (10%) ▪ Occasional requirement to supervise or manage others in a similar level of role. (10%)
	<ul style="list-style-type: none"> ▪ To undertake minor adaptations e.g. provision of grab rails, stair banisters etc but be supported in assessing for medium adaptations such as alterations to bathrooms and access to houses. (10%) ▪ To co-work major adaptations, such as housing extensions with a senior staff member. (10%) ▪ Assess and issue a wide range of equipment, seeking advice from colleagues and company representatives about the range of products available to inform decision making about the most appropriate, cost effective equipment to be purchased to meet the child's needs. (10%) 	<ul style="list-style-type: none"> ▪ Responsible for major and minor adaptation, development, design or procurement of a wide range of equipment. (10%)

Essential qualifications/ knowledge	Grade F	Grade H
	<ul style="list-style-type: none"> ▪ Degree or equivalent i.e. Diploma (for therapists qualified pre 1983) in Occupational Therapy. ▪ Registered by Health Professions Council as an Occupational Therapist. ▪ Evidence of Continuous Professional Development by producing documentation evidencing current knowledge and skills. ▪ Evidence of an interest in working with children. <p>Knowledge of:</p> <ul style="list-style-type: none"> ▪ Relevant policies and procedures of the Council and Department. ▪ A basic understanding of child development. ▪ Childcare legislation and other relevant related legislation. ▪ The Occupational Therapy process and professional standards to guide client interventions. ▪ Occupational Therapy models of practice that underpin decision making, therapeutic intervention and service provision. ▪ The Occupational Therapy process in context of legislation and national service framework, e.g. the impact of disability on function relating to personal, social and leisure skills and development. ▪ Service user centred practice and current ethical issues relating to health care 	<ul style="list-style-type: none"> ▪ All essential qualifications / knowledge at Grade F ▪ Demonstrable post qualifying Occupational Therapy experience, including a reasonable level of experience working with children. <p>Considerable depth of knowledge of:</p> <ul style="list-style-type: none"> ▪ Demonstrable post qualifying experience, including the management of complex cases and associated processes. ▪ Normal child development. ▪ Professional knowledge related to the Major Adaptation Process and specialist therapy interventions
Desirable qualifications/ knowledge	Grade F	Grade H
Essential experience	Grade F	Grade H
	<p>Experience of:</p> <ul style="list-style-type: none"> ▪ Working with people through the voluntary sector and/or statutory sector i.e. education or social care. 	<p>Demonstrable Experience of:</p> <ul style="list-style-type: none"> ▪ Working in an Occupational Therapy environment either in the statutory sector or Health in order to give appropriate training and advice for the voluntary sector i.e. manual handling training, e.g. hoist training for children.

Desirable experience	Grade F	Grade H
Essential skills	Grade F	Grade H
	<ul style="list-style-type: none"> Adaptability to changing needs and using transferable skills across differing environments, e.g. dual equipment provision to meet the child's needs at home and school whilst taking into account the differing skills of individual carers. This will ensure consistency of therapeutic intervention. 	<ul style="list-style-type: none"> Adaptability to changing needs and using transferable skills across differing environments, e.g. dual equipment provision to meet the child's needs at home and school whilst taking into account the differing skills of individual carers. This will ensure consistency of therapeutic intervention.
	<ul style="list-style-type: none"> Mental skills in using equipment where the environment or equipment may need to be adapted to meet the clients' need 	<ul style="list-style-type: none"> Mental skills in using equipment where the environment or equipment may need to be adapted to meet the clients' need
	<ul style="list-style-type: none"> Professional skills such as clinical reasoning and analytical skills to be used in the Occupational Therapy process in the initial and specialist assessment which will support the specific child plan. 	<ul style="list-style-type: none"> Professional skills such as clinical reasoning and analytical skills to be used in the Occupational Therapy process in the initial and specialist assessment which will support the specific child plan.
	<ul style="list-style-type: none"> Developed communication skills to effectively communicate both verbally with service users and in writing in order to produce effective and objective therapy plans for other agencies involved with the child, as well as dealing with sensitive information. Developed listening skills to be used effectively in order to extract relevant information for assessment and interventions, but also to pick out information that may need to be referred to other agencies, e.g. Health, Education Housing, e.g. whilst dealing with seating issues when the parent mentions that there are problems around bullying on school transport. Therapist needs to be empathetic around emotional and sensitive 	<ul style="list-style-type: none"> Developed communication skills to effectively communicate both verbally with service users and in writing in order to produce effective and objective therapy plans for other agencies involved with the child, as well as dealing with sensitive information. Developed listening skills to be used effectively in order to extract relevant information for assessment and interventions, but also to pick out information that may need to be referred to other agencies, e.g. Health, Education Housing, e.g. whilst dealing with seating issues when the parent mentions that there are problems around bullying on school transport. Therapist needs to be empathetic around emotional and sensitive

	<p>issues that parent/carer may have, e.g. parents may share anxieties about how their child will cope or be accepted by society when they, the parent, are no longer there or unable to support them.</p>	<p>issues that parent/carer may have, e.g. parents may share anxieties about how their child will cope or be accepted by society when they, the parent, are no longer there or unable to support them.</p>
	<ul style="list-style-type: none"> ▪ Developed interpersonal skills to meet the needs of service users and service requirements. For example, being open and supportive with service users but able to seek support as and when required 	<ul style="list-style-type: none"> ▪ Highly developed interpersonal skills to meet the very demanding needs of the service users. For example, the understanding of disability & the ability to show understanding in terms of assessment and disability from the child and family viewpoint
	<ul style="list-style-type: none"> ▪ Demonstrable skills in using PC based applications including Microsoft applications such as outlook, word, excel and Powerpoint to enable plans to be produced. 	<ul style="list-style-type: none"> ▪ Demonstrable skills in using PC based applications including Microsoft applications such as outlook, word, excel and Powerpoint to enable plans to be produced.
	<ul style="list-style-type: none"> ▪ There is a requirement for post holders to apply certain physical skills with a high level of precision for tasks where a particular treatment for a child is needed, e.g. corrective posture and positioning in the seating assessment of children when assessing for specialist chairs 	<ul style="list-style-type: none"> ▪ There is a requirement for post holders to apply certain physical skills with a high level of precision for tasks where a particular treatment for a child is needed, e.g. corrective posture and positioning in the seating assessment of children when assessing for specialist chairs
	<ul style="list-style-type: none"> ▪ Negotiating skills to enable appropriate solutions for the service user, e.g. where the most cost effective solution is not the outcome the family desire. The therapist has to be able to reason with the family and if they are still unhappy with the decision explore other options, highlighting the risks involved. For example, carrying a child up and downstairs in a small house which is unable to have a stair lift. The ideal would be to move to a more suitable property 	<ul style="list-style-type: none"> ▪ Highly developed persuasive or negotiating skills in order to convince others to adopt alternative courses to achieve case resolution

	<p>meeting both short term and long term needs (will require more and larger equipment as the child gets older). Other options would be for the child to sleep downstairs. Family want an extension nearly the size of the house to be built which would not be cost effective and would not fulfil long term aims of including the young person in family activities within the existing property as it in itself would be too small to accommodate equipment</p>	
	<ul style="list-style-type: none"> ▪ The ability to work as part of a team and to contribute effectively to the achievement of wider service performance objectives 	<ul style="list-style-type: none"> ▪ The ability to work as part of a team and to contribute effectively to the achievement of wider service performance objectives
		<ul style="list-style-type: none"> ▪ Organisational and planning skills in order to develop solutions and/or plans for the present and/or future related to child plans to meet the assessed needs of children ▪ Adaptability to change Child’s plan as and when required ▪ Creative skills to think of innovative solutions to complex problems. ▪ Coaching and guiding skills to assist other more junior members of staff in their development
	<ul style="list-style-type: none"> ▪ Observational skills to gain non-verbal information regarding family relationships, e.g. posture, facial expression, as well as the social environment, e.g. cluttered, thus making it difficult for the child to mobilise, cleanliness, toys 	<ul style="list-style-type: none"> ▪ Observational skills to gain non-verbal information regarding family relationships, e.g. posture, facial expression, as well as the social environment, e.g. cluttered, thus making it difficult for the child to mobilise, cleanliness, toys
	<ul style="list-style-type: none"> ▪ Access to a vehicle for visits to service users and to attend multi agency meetings. 	<ul style="list-style-type: none"> ▪ Access to a vehicle for visits to service users and to attend multi agency meetings.
	<p>Mental Demands</p> <ul style="list-style-type: none"> ▪ Regular, concentrated sensory attention are a regular feature of this job due to working to deadlines and being subjected to conflicting demands from those requiring support from the service area, including initial assessment 	

	<p>and specialist assessment timeframes where cases are more in depth and complex than the initial request indicates.</p> <ul style="list-style-type: none"> ▪ Frequent concentration to observe clients during assessments to establish where the problems and issues are with their functional and cognitive abilities.
	<p>Emotional Demands</p> <ul style="list-style-type: none"> ▪ Regular, significant emotional demand is an integral feature of the job. This occurs regularly due to the direct involvement with service users. This is due to personal circumstances or behaviour, by relaying information to service users in any format where assessment of service provision does not meet their expectations and having to challenge the difference between the wants and needs of the service users with them directly. ▪ The therapist will be dealing with children who have severe disabilities, complex needs and those who have life limiting conditions e.g. leukaemia, spinal muscular atrophy and others. The therapist will have had long term dealing with these children who will die from their medical conditions. The therapist not only has to manage their own emotions but those of the family which can be traumatic.
	<p>Physical Demands</p> <ul style="list-style-type: none"> ▪ Altering prescribed equipment where the child has outgrown the settings they are on. Occasionally, this may involve getting underneath or behind the equipment and may require both physical strength and manual dexterity to make the required adjustments. ▪ A combination of physical and mental demands will be needed when demonstrating and showing parents and carers the correct way to use, handle and manage the equipment. ▪ A combination of physical and mental demands will be needed when demonstrating and showing parents and carers the correct way to use, handle and manage the equipment.
	<p>Working Conditions</p> <ul style="list-style-type: none"> ▪ Most of the work takes place indoors with occasional work outdoors. ▪ There can be regular exposure to unpleasant and hazardous situations. ▪ Serious verbal abuse, aggression and other anti-social behaviour from service users and/or members of the public can occur occasionally ▪ Lone working is often undertaken in the child's home and at times may be stressful. ▪ Family pets can be a threat to those therapists who are uncomfortable with animals.

Corporate standards

- In accordance with Council policies and guidance on information management and security, it is your personal responsibility for data protection, client confidentiality and information governance.
- Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Council's constitution and its policies and procedures.
- Work within the requirements of the Council's Health and Safety policy, performance standards, safe systems of work and procedures.
- Undertake all duties with due regard to the corporate equalities policy and relevant legislation.