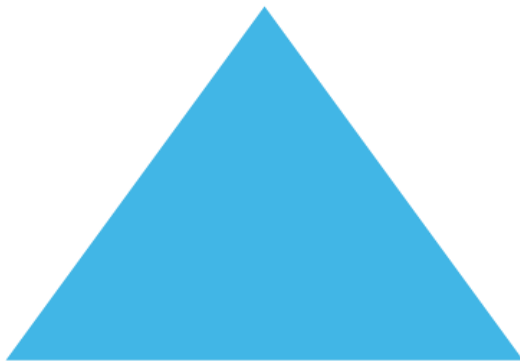


# Job Description and Person Specification



**NHS**  
University  
Hospitals Sussex  
NHS Foundation Trust



## Job Description

<b>Job Title</b>	Bank Occupational Therapist
<b>Band</b>	6
<b>Hours</b>	Bank Hours
<b>Department</b>	Occupational Therapy
<b>Division</b>	Clinical Support Services
<b>Location / Hospital Site</b>	Royal Sussex County Hospital, Brighton
<b>Responsible to</b>	Occupational Therapy Team Lead
<b>Accountable to</b>	Head of Occupational Therapy
<b>DBS Level</b>	Enhanced
<b>DBS Barring</b>	Children and Adults'
<b>DBS Workforce</b>	Children and Adults'

## Role Summary

To work independently as an autonomous practitioner by providing specialist assessment and intervention to individuals presenting with a range of physical, cognitive, social or perceptual deficits which impact on functional ability and safety within their home environment, using an evidence based and person-centred approach.

To ensure a proactive approach to rehabilitation to maintain and improve function and to facilitate timely discharges always thinking 'Home First'.

To work closely with Physiotherapy colleagues, as well as the wider multi-disciplinary team. This will involve providing both formal and informal clinical support where necessary.

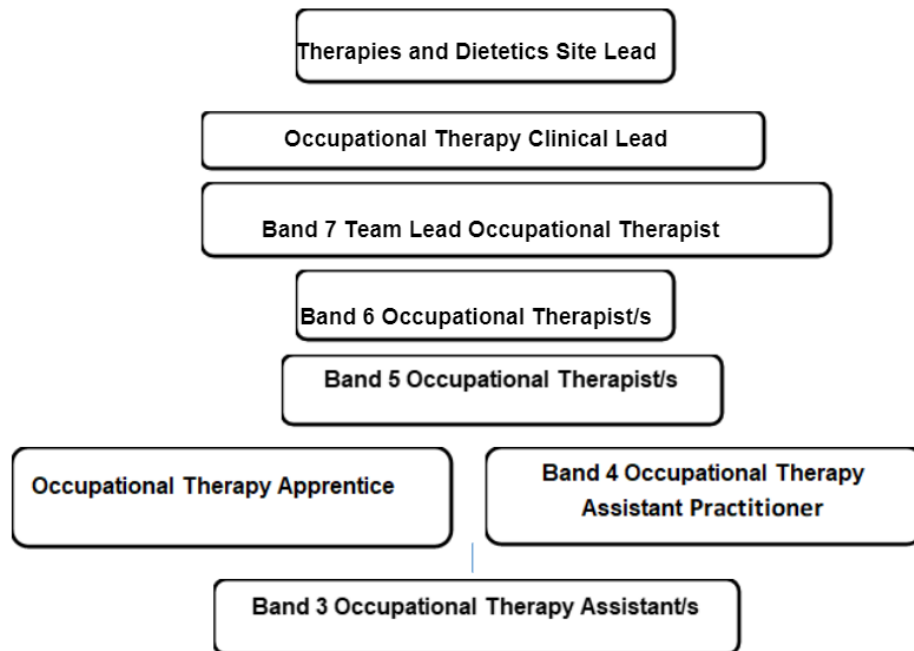
To provide supervision and leadership for relevant junior and senior members of staff and students on practice placement.

To participate in the planning, development and evaluation of Occupational Therapy Services within a designated specialist team.

## Key Working Relationships

- Patients, their families, and carers,
- Occupational Therapy colleagues,
- The Head of Occupational Therapy,
- The multidisciplinary team,
- Trust service managers,
- Primary care service providers,
- Community services
- Social services,
- Local voluntary sector providers and
- Other relevant external agencies

## Structure Chart



## Main Duties and Responsibilities

### Communication

- To work closely with the Head of Occupational Therapy and other Occupational Therapy Team Leads to ensure a professional and co-ordinated Occupational Therapy service.
- To work closed with the MDT to ensure a professional and co-ordinated discharge.
- To ensure that the team maintains up to date written and electronic activity data in accordance with professional and Trust standards.
- To establish and maintain robust communication networks with clients, carers, colleagues, and other agencies, communicating with them in a way that respects their abilities, views, autonomy, and culture.
- To communicate effectively with patients, carers, colleagues and other agencies, demonstrating developed verbal and non- verbal skills to communicate often complex concepts, managing barriers to communications such as dysphasia, learning difficulties, cognitive or sensory issues and different languages.
- To establish and maintain communication with various individuals and groups on complex, potentially stressful topics in a range of situations.
- To develop and maintain effective professional communication structures.
- To promote awareness of the role of Occupational Therapy within the multidisciplinary team, negotiating priorities where appropriate.
- To provide accurate and up to date documentation of all interventions, complying with Trust, departmental and professional standards and provide Occupational Therapy reports as appropriate and relevant to your clinical specialty.
- To provide specialist Occupational Therapy reports, relevant to the practice setting.

### Service Delivery and Improvement

- To support and assist the Team leader in planning and delivery of Occupational Therapy service developments and policy in line with departmental development strategies, Trust objectives and current government agenda, and in consultation with the Head of Occupational Therapy.
- To be actively involved in the Multidisciplinary Team service developments, in consultation with your Team Lead, leading on projects where appropriate.
- To assess risk and manage it effectively within designated team, clinical and community settings used for occupational therapy.
- To take responsibility for risk management and health and safety in the workplace by adhering to and promoting Health and Safety regulations, UHS and departmental policies.
- To ensure the safe use, maintenance, and storage of equipment; and to report faulty equipment in accordance with local policy and national procedures.
- To regularly attend and contribute to Occupational Therapy staff meetings and other meetings as required.
- To identify unmet needs and gaps in service provision and highlight to Team leader
- To have good working knowledge of good resource management and budgetary constraints.
- To be familiar with all project developments/initiatives and cascade to team members.
- To participate in quality assurance service audit and outcome measures.
- To be willing to work cross-site and in other Teams on a short-term basis in times of service need.

### **People Management and Development**

- To support the Band 7 OT, Therapy Lead and Head of OT with providing leadership within your designated team.
- To ensure that you and team members adhere to Health and Safety guidelines and maintain safe working environments and practices.
- To represent Occupational Therapy at all appropriate service meetings.
- To deputise for Team Lead in their absence in the prioritisation of referrals and caseload allocation, balancing patient related and professional demands, discuss staffing implications with the Head of Occupational Therapy when appropriate.
- To review and reflect upon own practice and performance through effective use of professional and operational supervision in line with Service and Trust policies.
- To contribute to an effective supervision framework for Occupational Therapy staff and participate in the Trust's appraisal process.
- To support your team Lead with the induction, training, development, and appraisal of the other members of staff.
- To contribute to the recruitment and induction of Occupational Therapy staff and other staff as appropriate.
- To provide training to staff and students on specialist topics as agreed with the Team Lead
- To initiate, plan and implement the induction, training and education of students on placement and any other new staff as delegated by Team lead.
- To provide clinical supervision to other members of the Occupational Therapy Team as agreed with Team Lead.
- To carry out staff appraisal in the capacity as supervisor as agreed with the Team Lead.
- To be a student practice educator and to provide student practice placements.

### **Patient Care Delivery**

- To independently manage a caseload of patients with complex and variable needs using evidence-based principles to plan and implement effective assessments and treatment programmes.
- To undertake comprehensive and timely assessments of patients utilising advanced clinical reasoning and analytical skills, responding rapidly to changes in patients' clinical needs,

functional needs and mental health status including assessing their ability to give informed consent for therapy.

- To interpret and analyse clinical and non-clinical facts to inform accurate diagnoses and prognoses.
- To carry out a wide range of interventions and treatment approaches.
- To monitor, evaluate and modify treatment to measure progress and ensure effectiveness of interventions.
- To use specialist activity analysis techniques in conjunction with patient centred practice to select and grade activities to achieve therapeutic goals.
- To take the lead in recommending and carrying out the best course of action to develop goals and discharge plans.
- To delegate appropriate tasks to more junior staff taking into account their skills and competencies.
- To use persuasive skills to empower patients to engage with self-management through advice, education, coping strategies and therapy.
- To use advanced analytical skills and flexibility to monitor, evaluate and modify treatment in order to measure progress and identify changes in patient's medical status which is liable to change /deteriorate rapidly in both hospital and community settings.
- To demonstrate a robust understanding of the implications of manual handling legislation and current best practice, applying this knowledge to the practice of therapeutic manual handling.
- To develop effective therapeutic relationships with patients who may have complex cognitive, perceptual and behavioural needs demonstrating empathy and sensitivity to issues which may arise in hostile and emotive situations.
- To apply specialist knowledge of the effect of disability and provide education and advice on lifestyle changes and any adaptations to patient environments to reduce recurrence of admissions.
- To seek advice from MDT to inform analysis and reasoning where appropriate
- To provide specialist advice within own field of expertise to colleagues working within other clinical areas.
- To arrange for the rapid provision of appropriate standard and non- standard specialist equipment in order to facilitate discharges.
- To conduct access visits and home visits to facilitate safe discharge and prevent readmissions, including the rapid provision and fitting of necessary equipment and frequent lone working.
- To represent the OT Department participating in relevant meetings/ward rounds, to contribute to the planning of patient care and maintain a strong OT profile within UHS.
- To provide advice and demonstration to patients and carers in the use of equipment and other techniques to optimise patients' functional ability, independence and safety.
- To identify and justify when a patient does not require OT intervention but needs other multi-disciplinary input or referrals to other services.
- To refer to Community Services as appropriate, to provide short-term inpatient and community rehabilitation/carer input to address ongoing needs on discharge and manage risks at home.
- To refer to third sector services as appropriate.
- To be able to handover clearly and accurately the patient's current needs.

## **Learning and Development**

- Attend mandatory training updates as required.
- Undertake training as necessary in line with the development of the post and as agreed with the line manager as part of the personal development process.
- Achieve and demonstrate agreed standards of personal and professional development within agreed timescales.

- Identify own learning needs and jointly plan training requirements with your line manager.
- To encourage and support research activity within the team.
- To engage actively in practice development, evaluation, audit and research activity relevant to Occupational Therapy and/or service area(s)
- To promote evidence-based practice.
- Participate in the Trust's appraisal process to discuss how your role will help deliver the best possible care to our patients and help to deliver any changes in service and to achieve and demonstrate agreed standards of personal and professional development within agreed timescales.
- To participate in the promotion of the profession through involvement in informal and formal events, such as careers conventions, work experience placements etc
- To develop skills as a Student Practice Educator in order to supervise and assess Occupational Therapy students.
- To record learning outcomes and CPD in a portfolio, in line with the requirements of the HCPC.

This job description is an outline of the role and responsibilities. From time to time due to the needs of the service, we may ask you to flexibly undertake other duties that are consistent with your role and banding, including project work, internal job rotation and absence cover. This can be across sites and teams.

The job description and person specification may be reviewed on an ongoing basis in accordance with the changing needs of the department and the organisation.

### Freedom to act

- Works within HCPC Code of Professional Conduct and Professional Standards, accountable for own professional practice including work delegated to others.
- Uses own initiative and has significant discretion in interpreting and applying clinical policies to own complex caseload.
- Receives regular clinical supervision.
- Recognises own limitations and seeks advice and guidance from more experienced colleagues as appropriate.

### Registered Health Professional

All staff who are members of a professional body must comply with standards of professional practice/conduct. It is the post holder's responsibility to ensure they are both familiar with and adhere to these requirements.

### Mission and values

The mission of University Hospitals Sussex – what we are striving to achieve – is to provide:  
***'excellent care every time'***

All our efforts to do this put the interests of our patients first and foremost, and are underpinned by our values:

- Compassion
- Communication
- Teamwork
- Respect
- Professionalism
- Inclusion

These values were selected by our staff, patients and public when we were talking about the merger and the sort of organisation, we want University Hospitals Sussex to be.

Our mission and values are extremely important to us, and we expect everyone who works at University Hospitals Sussex in any capacity to share and uphold them.

### **Patient First**

- Patient First is our Trust-wide approach to improving the quality of care for patients and to build and embed a culture where staff can be confident that their views matter and will be heard.
- The aim is to empower all staff to lead change, raise issues, concerns, identify and implement areas for improvement within the workplace and find solutions collectively as part of a team.
- Staff will be equipped with skills to identify improvement opportunities and supported to see those through
- It encourages all staff to be innovative and drive forward quality improvement and positive changes in their areas.
- The philosophy behind this is centred on:
  - Standardisation, system redesign and the improvement of patient pathways to eliminate error and waste and improve quality
  - The patient being at the heart of every element of change
  - Embedding cultural change across the organisation, where everyone is passionate about delivering exceptional quality every time and “where better never stops”.
  - Continuous improvement of our services through small steps of change
  - Constantly testing the patient pathway to see how we can develop
  - Encouraging frontline staff to lead the redesign processes
  - Equal voices for all
  - Engagement of staff is a big factor in job performance.
  - Good engagement leads to improved quality, mortality and safety measures

### **Safeguarding Children and vulnerable adults**

UHSussex is committed to safeguarding and promoting the welfare of children and adults and to protecting them from the risks of harm. The Trust recognises its responsibility to ensure that safe working conditions and systems are in place for staff working with children, adults, and families in their care. Staff are required to comply with Trust policies on Safeguarding and to undertake the appropriate level of mandatory in-service training in this area.

### **Equality, Diversity and Inclusion**

Inclusion and respect are core values at UHSussex, and we are committed to diversity and equality. This means treating colleagues and patients with professionalism, ensuring everyone feels welcome and included, valuing different backgrounds and experiences, and challenging inequalities.

Having all our staff feel safe, supported, included and valued will lead to better care and outcomes for our patients – our True North Objective.

All staff have a duty to report any behaviours which contravene this to their managers.

## Workplace and Environmental Factors

Working Conditions	Yes	No	Details (including frequency, where appropriate)
Inclement weather	√		Home visits, car transfers outdoors, walking between buildings
Excessive temperatures	√		Summer heat, no aircon - sometimes
Unpleasant smells/odours	√		Daily – on wards, personal care and toileting assessments. Patient's homes - occasionally
Noxious fumes	√		cleaning fluids - occasionally
Excessive noise &/or vibration		√	
Use of VDU more or less continuously		√	
Unpleasant substances/non-household waste	√		Daily – related to patient care
Infectious Material/Foul Linen	√		Daily/Weekly - Bed linen, Patients clothes, Equipment – related to patient care
Body fluids, faeces, vomit	√		Daily/Weekly – related to patient care
Dust/dirt	√		Daily – on home visits, on wards or treatment rooms in the dept
Humidity	√		In hot weather
Contaminated equipment or work areas	√		Daily – patients with infectious conditions and/or incontinence problems – doing personal care assessments, toilet or other transfers and home visits
Driving/being driven in normal situations	√		Home, Access, Follow up visits-weekly
Driving/being driven in emergency situations		√	
Fleas or lice	√		Occasional
Exposure to dangerous chemicals/ substances in/not in containers	√		Occasionally/Rarely
Exposure to aggressive verbal behaviour where there is little/no support	√		Varies (occasionally to more frequently)– home visits, dept – one to one work with patients who are confused, upset or with mental health difficulties or head injuries, upset relatives
Exposure to aggressive physical behaviour where there is little/no support	√		Varies - home visits, dept – with patients who are confused, with mental health difficulties, upset relatives
<b>Comments:</b>			
Emotional Effort	Yes	No	Details (including frequency, where appropriate)
Processing (e.g. typing/transmitting) news of highly distressing events	√		Recording in patient's notes and on referrals, info about diagnoses, severe functional changes, recommendations for placements rather than returning home.



Giving unwelcome news to patients/ clients/carers/staff	√		Daily/ hourly - Recommending alternative care placements, informing patients/family that they are not functionally able to return home, may not regain functional ability lost etc
Caring for the terminally ill	√		Regularly
Dealing with difficult situations/ circumstances	√		Daily – Multidisciplinary Team, Family meetings, Patient assessments, conflicts of opinion, other agencies
Designated to provide emotional support to front line staff	√		Daily – to team members
Communicating life changing events	√		Daily – Recommending placements to patients, outcomes of functional assessments, rehabilitation potential, how to manage with new disabilities and conditions
Dealing with people with challenging behaviour	√		Daily – people with Mental Health, Learning Difficulties, cognitive difficulties, head injuries, high stress levels, continence and manual handling difficulties
Arriving at the scene of an accident	√		Occasionally – first on the scene of a patient falling, cardiac arrest etc
<b>Comments:</b>			

Physical Effort	Yes	No	Details (including frequency, where appropriate)
Working in uncomfortable/ unpleasant physical conditions	√		On home visits – occasionally Crowded/hot offices – weekly Treatment rooms not adequate for tasks being undertaken, not all have natural light/air.
Working in physically cramped conditions	√		Daily - Treatment areas, patient's bedsides, bathrooms, toilets, car transfers – in areas with large amounts of additional disability equipment
Lifting weights, equipment or patients with mechanical aids	√		Daily - weekly – Therapeutic manual handling, using hoists etc
Lifting or weights/equipment without mechanical aids	√		Daily – lifting and installing disability equipment (commodes, perching stools etc), lifting equipment/wheelchairs into the back of the OT cars etc. Carrying equipment to/from Buffer store, wards, dept, outdoors to the cars etc.
Moving patients without mechanical aids	√		Daily - Therapeutic manual handling, patient transfer assessments etc
Making repetitive movements	√		Transfers, rehab.
Climbing or crawling	√		Daily to weekly – adjusting equipment, wheelchairs etc
Manipulating objects	√		Daily – throughout course of work
Manual digging		√	
Running	√		Occasionally- if responding to Emergency
Standing/sitting with limited scope for movement for long periods	√		On home visits with a long car journey, rehab sessions

Kneeling, crouching, twisting, bending or stretching	√		Daily – weekly - Manual Handling, adjusting equipment, wheelchairs etc. Getting equipment from Buffer store shelving, stacked equipment
Standing/walking for substantial periods of time	√		Daily
Heavy duty cleaning	√		Occasionally – cleaning equipment, wheelchairs
Pushing/pulling trolleys or similar	√		Daily – Wheelchairs/Equipment - with Patients
Working at heights		√	
Controlled restraint i.e. jobs requiring training/certification		√	
<b>Comments:</b>			

## Person Specification

Requirements	Level required	How assessed	Level required	How assessed
	Essential		Desirable	
Qualifications	<ul style="list-style-type: none"> <li>Professional Qualification in Occupational Therapy</li> </ul>	<b>AF</b>	<ul style="list-style-type: none"> <li>Training in leadership and management</li> </ul>	<b>AF/I</b>
	<ul style="list-style-type: none"> <li>HCPC registered</li> </ul>	<b>AF</b>	<ul style="list-style-type: none"> <li>Practice educators' course</li> </ul>	<b>AF</b>
	<ul style="list-style-type: none"> <li>Evidence of recent and relevant Continuing Professional Development</li> </ul>	<b>AF/I</b>	<ul style="list-style-type: none"> <li>Member of The Royal College of Occupational Therapists</li> <li>Member of relevant RCOT Specialist Groups</li> </ul>	<b>AF</b>
Knowledge and Experience	<ul style="list-style-type: none"> <li>Knowledge of the role of an acute OT in a range of settings and the use of assessment, treatment and rehab interventions for these patients</li> </ul>	<b>AF/I</b>	<ul style="list-style-type: none"> <li>Experience working as a Band 6 Occupational Therapist</li> <li>Experience of working in a range of settings</li> <li>Understanding of preceptorship</li> </ul>	<b>AF</b>
	<ul style="list-style-type: none"> <li>Varied post-graduate experience in a range of settings</li> </ul>	<b>AF/I</b>		<b>AF/I</b>

	<ul style="list-style-type: none"> <li>• Experience in the assessment and formulating treatment plans for patients who have complex physical, psychological, emotional, sensory and social needs using standardised and non-standardised assessment forms</li> </ul>	AF/I		
	<ul style="list-style-type: none"> <li>• Experience in formulating SMART goals to aid rehabilitation, wellbeing and discharge planning</li> </ul>	AF/I		
	<ul style="list-style-type: none"> <li>• Experience of using appropriate 'listening/counselling' skills when working with patient/family/carers to ensure the effective communication of complex and sensitive information about conditions and treatment plans</li> </ul>	AF/I		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to prioritise caseloads daily, demonstrate effective time management and delegate appropriately</li> </ul>	AF/I	<ul style="list-style-type: none"> <li>• Experience of clinical audit and outcome measures</li> </ul>	AF/I
	<ul style="list-style-type: none"> <li>• To be able to work autonomously as well as part of the wider multi-disciplinary team</li> </ul>	AF/I	<ul style="list-style-type: none"> <li>• To understand clinical governance, and how it informs Occupational Therapy practice.</li> </ul>	AF/I
	<ul style="list-style-type: none"> <li>• To be able to clinically reason and prescribe a range of equipment to assist ADL's and adaptations within the home setting.</li> </ul>	AF/I	<ul style="list-style-type: none"> <li>• Basic wheelchair prescription</li> </ul>	AF/I
	<ul style="list-style-type: none"> <li>• To be able to manage under pressure and respond to the rapidly changing demand of the hospital environment, whilst supporting other</li> </ul>	AF/I	<ul style="list-style-type: none"> <li>• Presentation and training skills</li> </ul>	AF/I

	team members to do the same			
	<ul style="list-style-type: none"> <li>• To be able to coordinate complex discharges and follow up care and support junior staff with this.</li> </ul>	<b>AF/I</b>		
	<ul style="list-style-type: none"> <li>• To be able to produce clear, concise written and verbal reports</li> </ul>	<b>AF/I</b>		
	<ul style="list-style-type: none"> <li>• Excellent communication skills to manage clinical or team issues</li> </ul>	<b>AF/I</b>		
	<ul style="list-style-type: none"> <li>• To know level of own competency and be able to ask for help</li> </ul>	<b>AF/I</b>		
	<ul style="list-style-type: none"> <li>• Competent and confident with therapeutic handling of patients with or without aids.</li> </ul>	<b>AF/I</b>		
<b>People Management and Development</b>	<ul style="list-style-type: none"> <li>• Evidence of having undertaken own development to improve understanding of equalities issues</li> </ul>	<b>I</b>		
	<ul style="list-style-type: none"> <li>• To be able to provide leadership when the team is under pressure or in the absence of the team lead.</li> </ul>	<b>AF</b>	<ul style="list-style-type: none"> <li>• Evidence of being a practice educator for students</li> </ul>	<b>AF/I</b>
	<ul style="list-style-type: none"> <li>• Evidence of supporting staff with clinical role and development</li> </ul>	<b>AF/I</b>		
	<ul style="list-style-type: none"> <li>• Ability to develop and maintain effective working relationships with clients, carers and colleagues</li> </ul>	<b>AF/I</b>		
	<ul style="list-style-type: none"> <li>• Ability to reflect on and critically appraise own performance</li> </ul>	<b>AF/I</b>		

	<ul style="list-style-type: none"> <li>Experience in providing clinical supervision formally and informally for students and staff</li> </ul>	<b>AF/I</b>		
<b>Equality, Diversity, and Inclusion</b>	<ul style="list-style-type: none"> <li>Evidence of having championed diversity in previous roles (as appropriate to role).</li> </ul>	<b>I</b>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>Specific Requirements</b>	<ul style="list-style-type: none"> <li>Willingness to learn and develop new skills</li> <li>Willingness to become involved with new roles/projects</li> <li>Fluency of verbal and written English</li> <li>Being responsive and resilient to change clinically and non-clinically</li> <li>To be able to balance and respond effectively to the demands of clinical, non-clinical and unplanned situations.</li> <li>IT skills e.g. Office; Word, Excel and organisational systems.</li> </ul>	<b>AF/I</b>  <b>AF/I</b>  <b>AF/I</b>  <b>AF/I</b>  <b>AF/I</b>  <b>AF</b>	<ul style="list-style-type: none"> <li>Driving license</li> </ul>	<b>AF</b>
<b>Freedom to Act</b>	<ul style="list-style-type: none"> <li>Ability to work autonomously, liaise and coordinate with the Management Team on a day-to-day basis and to take appropriate action as necessary</li> <li>Identify and adhere to best practice</li> <li>Responsible for own professional actions and have sufficient autonomy for the delivery of the role</li> <li>Recognises own limitations and seeks advice and guidance</li> </ul>	<b>AF/I</b>		

	from more experienced colleagues as appropriate.			
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