

All staff uphold and promote our Trust vision and values

Our Vision

We put our patients, their families and carers at the centre of our simple vision:



Our Values

Innovative	<i>We seek new ideas and adopt best practice to improve our services</i>
Caring	<i>We show kindness and consideration for others</i>
Agile	<i>We deal with new situations quickly</i>

JOB DESCRIPTION

Job title: Children's Occupational Therapist

Band: 6 (band 5-6 progressive post)

Location / Work Base: Hertfordshire

Business Unit / Department: Children's Specialist

Reporting to: Highly Specialist Occupational Therapist – Band 7

JOB PURPOSE SUMMARY:

To participate and contribute to the evaluation and development of the Children's Occupational Therapy Service.

- To provide specialist Occupational Therapy assessment, intervention, and advice service for children & young people whose sensory processing is impacting on their participation in activities of everyday living and access the service via a 3-tiered offer (universal, targeted and specialist). This will include working with parents/carers, educational settings, the voluntary sector, and other health professionals. You may need to work within the children's centres, educational settings, and homes.
- To provide specialist Occupational Therapy service as part of the multidisciplinary team, working with other health, mental health, education, and social care professionals.
- To provide specialist OT input in an area of specialism and contribute to the development of the sensory service with the Clinical Quality Leads and other OTs.

- To provide workshop/training packages to parents and children and the young people's workforce to build their confidence to assist the service user in self-management strategies.
- To ensure a high standard of child and family centred service delivery is achieved and work autonomously demonstrating effective management and leadership skills.
- To supervise and mentor student occupational therapists in children's services and supervise junior members of staff.

MAIN DUTIES and RESPONSIBILITIES:

COMMUNICATION AND RELATIONSHIP BUILDING

- To network with other professionals involved in the specialist provisions of occupational therapy.
- To liaise with other professionals working with the same client group in a range of settings and contribute specialist knowledge.
- To contribute clinical evidence to facilitate the development of service guidelines.
- To provide information and advice about access to OT to parents and other professionals.
- To provide information about specific clients to other health service professionals and professionals in other agencies, with parental consent and in accordance with data protection regulations.
- To form and maintain strong communication links with working partners and stakeholders.
- To work in partnership with other agencies in order to meet local and national objectives as agreed with commissioners.
- To communicate difficult or sometimes distressing information effectively on some occasions, to clients, families, and team members.
- To demonstrate appropriate communication skills with all team members and stakeholders.
- To maintain a high standard of clinical documentation within agreed guidelines. Ensure that team members have a clear understanding of HCT record keeping policy.
- To actively promote the role of the OT service.
- To be an active member of the multi-disciplinary team, carrying out specific occupational therapy assessments as part of this team.
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ANALYTICAL AND JUDGEMENT

- To identify and apply the appropriate method of assessing children with a variety of clinical and/or social needs who are referred to the Service including those with severe physical and cognitive impairments or disabilities. The post holder will require a working knowledge of assessment procedures available.
- To undertake specialist standardised and non-standardised occupational therapy assessments and analyse these results, to identify the clinical needs of the child.

- To work with the child, their parents/carers and others involved in the child's care to prioritise treatment and care aims for the child., including those with complex difficulties and/or terminal illness.
- To use clinical reasoning skills to monitor and evaluate occupational therapy intervention in order to measure progress, ensure effectiveness of intervention and to adapt the treatment approach and method of delivery accordingly.
- To identify changing needs, set "SMART" targets and discharge children as indicated by the child's progress and in line with the agreed service discharge criteria.
- To assess the needs of the child or young person and carers within the home or school environment to provide specialist equipment, if needed. To promote and maximise the child's or young person's independence in feeding, toileting, dressing, personal hygiene, home management and access to the community.
- To be able to analyse the needs of the child or young person, the home or school environment and the carers to assess for and recommend environmental modification.
- To carry out school / nursery and home visits to advise teaching staff / parents / carers on treatment activities.
- To provide written treatment programme or intervention plan and incorporate occupational therapy aims into the child's school / nursery timetable.
- To attend case conferences and meetings in order to contribute up-to-date information on the child's occupational therapy needs.
- To carry out risk assessment and to keep up to date with and adhere to new guidelines and legislation regarding equipment provision, and safe working practices.
- To supervise Band 5 Occupational Therapists and Therapy Assistant Practitioners and be responsible for their professional development through annual appraisals and Personal Development Plan reviews.
- To contribute to the development of new service delivery model in order to facilitate the effective uses of resources and meet the current demand and changes.
- To provide clinical cover of urgent cases for other therapists who are on leave or vacancies in other service settings.

PLANNING AND ORGANISATION

- To use planning and prioritisation skills to manage a caseload of children with a variety of clinical needs (in consultation with the supervising OT).

- To be responsible for own diary appointments, and to advise the administrative staff of any planned absences. Direct client contact will form an average of 60% of clinical hours working to an agreed job plan.
- To plan and implement individual and/or group interventions, using treatment approaches and techniques appropriate to the child, their family and social and environmental circumstances. This will require the post holder to have a working knowledge of the theory behind the treatment approaches being used.

OPERATIONAL

- To work alongside the band 7 Team Lead to monitor the waiting list, manage local resources responsibly.
- To maintain accurate and contemporaneous patient records.
- Participate in regular audit of adherence to associated local and national policies, guidance (e.g. NICE) and standards of care.
- To actively promote the strategic aims and objectives of Hertfordshire Community NHS Trust.
- To manage own time effectively and delegate appropriate functions responsibly.
- Responsible for own practice and accountable for all aspects of OT treatment and care delivered to the child/young person
- To work within own regulatory body's Code of Professional Conduct and HCT policies and procedural documents.

PATIENT / CUSTOMER CARE

- To follow the Occupational Therapy process with each child seen by the service and ensure regular review against targets set.

SERVICE DEVELOPMENT AND IMPROVEMENT

- To comply with organisational and departmental policies and to contribute to reviewing and developing these as appropriate.
- To adhere to and comply with the Code of Ethics and Professional Conduct for Occupational Therapists (College of Occupational Therapists) and Health and Care Professions Council's standards.

MANAGEMENT AND LEADERSHIP

- To mentor and supervise students.
- To participate in regular clinical supervision and the staff appraisal scheme.
- To be an active member of the Occupational Therapy Service team by attendance and contribution to staff meetings, tutorials and training sessions.
- To attend mandatory training as required by the Trust and advise manager of progress in complying with this.

INFORMATION MANAGEMENT

- To adhere to mandatory requirements relating to collection of activity related data in accordance with agreed procedures.
- To maintain accurate, comprehensive and up to date documentation, in line with legal and organisational requirements.

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FINANCE AND RESOURCE MANAGEMENT

- To ensure that all equipment/toys used are clean and safe and report any concerns to the Team Leads and, when appropriate, directly to the Clinical Quality Lead
- To advise the Team Leads of any additional resources required to enable effective/improved working of the department.

PHYSICAL SKILLS, EFFORT and WORKING CONDITIONS:

Physical skills	<ul style="list-style-type: none"> • To show a level of fitness and dexterity that allows active participation in physical assessment, treatment and play. • To competently use email, type documents, enter data and use programmes to develop activity advice. • Car driver (unless you have a disability as defined by the Disability Discrimination Act 1995)
Physical effort	<ul style="list-style-type: none"> • Frequent physical effort to participate in a range of assessment and treatment procedures. Physical effort also required when assessing for, issuing and demonstrating the use of equipment in various environment.
Mental effort	<ul style="list-style-type: none"> • Ability to focus and concentrate within the distractions of an open plan office. • Ability to adapt planned intervention and amend according to the clinical needs of the child • To work to deadlines to ensure timely issue of reports and other documentation
Emotional effort	<ul style="list-style-type: none"> • There will be some exposure to distressing circumstances requiring the therapist to show skills of empathy and diplomacy especially when talking to a parent who may be upset or angry. • To recognise the emotional consequences of working with children with distressing and life limiting disorders and seek support if needed. • To have the ability to recognise signs of stress and to seek appropriate support.
Working conditions	<ul style="list-style-type: none"> • Exposure to children with challenging, unpredictable and occasionally aggressive behaviour. • Risk of contact with bodily fluids - saliva and vomit. • Considerable day-to-day use of VDU equipment.

	<ul style="list-style-type: none">• To work within families' homes and school environments which might be cluttered and personalised to the family or school staff's preferences.
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