

## PERSON SPECIFICATION

<b>Job Title:</b> Specialist Children's Occupational Therapist (Housing Team)	<b>Band:</b> 6 (Subject to Agenda for Change)
<b>Directorate:</b> Children's Specialist Services	<b>Date:</b> February 2024

\* **Assessed method** A= Application I= Interview T= Test R= References

Essential Criteria	*	Desirable Criteria	*
<b>Qualifications and Training</b> <ul style="list-style-type: none"> <li>Degree or Diploma in Occupational Therapy</li> <li>Registration with HCPC</li> <li>Relevant post graduate training</li> </ul>	A/I/T/R	<ul style="list-style-type: none"> <li>Knowledge of relevant housing legislation as it applies to children</li> <li>Post graduate training in major building adaptation</li> <li>Post graduate attendance on child specific study days</li> </ul>	A/I/T/R
<b>Experience</b> <ul style="list-style-type: none"> <li>Experience in major adaptations and equipment</li> <li>Experience working with families who are adjusting to disability issues</li> <li>Experience of working in the community</li> <li>Experience working in multi-disciplinary or multi agency teams</li> <li>Experience of using electronic recording systems</li> </ul>		<ul style="list-style-type: none"> <li>Experience working with children and young people</li> <li>Experience working on highly complex cases in a multi-agency setting</li> <li>Social services and health experience</li> <li>Experience supervising junior staff/students</li> <li>Experience of using system one electronic recording system</li> </ul>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Computer literate (basic)</li> <li>Awareness of moving and handling legislation</li> <li>Awareness of health and safety legislation</li> <li>Demonstrates an understanding of safeguarding issues</li> <li>Ability to work with a child centred approach</li> <li>Good communication skills, written and verbal</li> <li>Good organisational skills</li> <li>Ability to work as a team and independently</li> <li>High level of personal initiative</li> <li>Flexible approach</li> <li>Good time management skills</li> <li>Good prioritisation skills</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge of relevant housing legislation</li> </ul>	

<ul style="list-style-type: none"> <li>• Seeks and uses professional support appropriately</li> <li>• Understands the principle of confidentiality</li> <li>• Has a range of mechanisms for dealing with stress, and can recognise when to use them and does so</li> <li>• A realistic knowledge of personal strengths and areas of development</li> </ul>			
<b>Safeguarding and promoting the welfare of children and young people/vulnerable adults</b> <ul style="list-style-type: none"> <li>• Ability to safeguard and promote the welfare of children and young people</li> <li>• Demonstrates understanding of safeguarding issues</li> <li>• Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances</li> <li>• Has a good understanding of the Safeguarding agenda</li> <li>• Can demonstrate an ability to contribute towards a safe environment</li> <li>• Is up-to-date with legislation and current events</li> <li>• Can demonstrate how s/he has promoted 'best practice'</li> <li>• Shows a personal commitment to safeguarding children</li> </ul>			
<b>Working within Professional Boundaries</b> <ul style="list-style-type: none"> <li>• Accepts responsibility and accountability for own work and can define the responsibilities of others</li> <li>• Recognises the limits of own authority within the role</li> <li>• Seeks and uses professional support appropriately</li> <li>• Understands the principle of confidentiality</li> <li>• Demonstrates professional curiosity</li> </ul>			
<b>Emotional Awareness</b> <ul style="list-style-type: none"> <li>• Aware of the range of emotions in self and others</li> <li>• Demonstrates empathy for the concerns of others</li> <li>• Listens to and understands directly and indirectly expressed feelings</li> <li>• Encourages others to express themselves openly</li> <li>• Manages strong emotions and responds constructively to the source of problems</li> <li>• Shows respect for others' feelings, views and circumstances</li> </ul>			

<ul style="list-style-type: none"> <li>• In highly stressful situations keeps own feelings in check, takes constructive action and calms others down.</li> <li>• Has a range of mechanisms for dealing with stress, can recognise when to use them and does so</li> <li>• Listens to personal comments without becoming defensive</li> </ul>			
<b>Self-awareness</b> <ul style="list-style-type: none"> <li>• Has a balanced understanding of self and others</li> <li>• Has a realistic knowledge of personal strengths and areas for development</li> <li>• Can demonstrate flexibility of approach</li> <li>• Shows a realistic appreciation of the challenges of working with children and young people/vulnerable adults</li> </ul>			
<b>Other</b> <ul style="list-style-type: none"> <li>• Ability to travel across the County sometimes at short notice</li> <li>• Satisfactory Disclosure and Barring Service</li> <li>• Full driving licence holder</li> </ul>	<b>A/I</b>		

**Organisation Structure**

