

Job Description

Our vision: To support our local communities by excelling in everything we do together.

Job Title:	Occupational Therapist
Band:	Band 5
Network:	Inpatient Adult Mental Health service
Base:	Ormskirk, Scaribrick Unit / Lathom PICU
AfC Ref:	Band 5 Pay scale
Hours of work:	37.5 Monday to Friday (with some flexibility involved)

Our Values

The values represent what we as an organisation, and the individuals who make up that organisation, are about.

It is our aim that everything we do fits in with, and reinforces, these values:

- *We are always learning*
- *We are respectful*
- *We are kind*
- *We are a team*

Reporting Arrangements:

Managerially accountable to: Occupational Therapy Professional Lead

Professionally accountable to: Occupational Therapist clinical specialist

Job Summary

Ormskirk, Scarisbrick In-Patient hospital is designed to meet the holistic needs of service users / patients and carers, in a working environment conducive to staff development and wellbeing. The post holder supports the delivery of Scarisbrick Inpatient Hospital Model through the provision of routine occupational therapy interventions in order to maintain, restore or create a match beneficial to the individual between the abilities of the person, the demands of his/her occupations in the areas of self care, productivity and leisure and the demands of the environment (adapted from Creek 2003). The post holder works alongside more senior experienced therapist(s) to consolidate and develop their skills, through regular contact and supervision from the senior therapist(s). There may be some contribution to the occupational therapy plans for people with complex needs but the post holder is not the responsible therapist in assessing and providing occupational therapy plans for people with very complex occupational needs.

After a period of preceptorship, and following approved training, the band 5 occupational therapist provides fieldwork placements for occupational therapy undergraduates. As confidence and experience grows, the therapist becomes increasingly responsible for the supervision of support staff, and for the delegation of occupational therapy tasks.

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Key Relationships

Department Chart

Key Responsibilities

Principle Responsibilities

- Under the supervision of a senior therapist, accept clinical responsibility for the management of a specific caseload of service users admitted into the acute functional mental health wards (and PICU wards when appropriate and matched by level of clinical competencies to work in this area), who have been assessed by the supervisor as appropriate and of priority.
- Select, undertake and interpret the outcome of occupational therapy assessments for people whose mental health problems impact on their occupational performance to explore strengths and deficits and establish appropriateness of intervention.
- Work collaboratively with clients to identify their occupational therapy goals as part of an overall care plan, taking on the care co-ordinator role where indicated and agreed with the supervision occupational therapist.
- In collaboration with the client, plan implement and modify where necessary, individual and/or group interventions to promote their occupational performance, enhance ability to fulfil meaningful life roles, develop daily living skills, address occupational risk factors (eg occupational deprivation, imbalance, alienation) and promote inclusion in their local communities.
- Seek opportunities to deliver interventions in the most socially and culturally appropriate venues, in ordinary settings to promote the person's participation in every day community activities, employment opportunities and social and leisure activities.
- Evaluate the outcomes of interventions within the care programme approach (CPA) and to ensure therapy is effective and acceptable to the individual client and, if appropriate, their carers/families.
- Demonstrate an understanding of the effects of mental illness on peoples day-to-day functioning and advise on strategies to reduce the impact of their disabilities through work with the individual, and through adapting their social contexts and environments.
- Fulfil shared team roles in responding to individuals' ongoing and changing mental health needs, co-ordinating the input of other professionals and evaluating and monitoring risk factors, communicating all of the above to the wider team as necessary.
- Delegate and supervise planned interventions to support staff where applicable.
- Through discussion with co-workers, contribute insights in respect of the impact of mental health problems on an individual's occupational performance and opportunities for social inclusion.

Communication and Relationship Skills

- Establish sound therapeutic relationships and gain positive engagement with clients in undertaking interventions, so that individuals have a clear understanding of the rationale behind therapeutic work, and seeking to overcome any significant barriers to understanding due to the impact of mental illness.
- Seek to establish and maintain useful communication with relevant carers/family/friends negotiating appropriate levels of involvement through agreement with the client, and remaining sensitive to the particular needs of the individual and his/her carer(s).
- Actively develop personal links with key personnel in ordinary social and leisure resources thus enabling service users and team colleagues to make the best use of their local resources and achieve greater social inclusion for service users.

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- Use non-confrontational and respectful communication styles at all times and employ de-escalation skills as appropriate to ensure maintenance of therapeutic relationships and safety of self, client and others.
- Handle sensitive clinical information in a professional manner with other works involved in an individual's care and respecting the need for confidentiality is shared on a "need to know" basis.
- Maintain an awareness of the broad network of agents contributing to a service user's care, liaising as necessary with GP's and community agencies.

Analytical and Judgmental Skills

- Recognise potential ethical dilemmas and reflect on clinical ethical decision

Analytical and Judgmental Skills

Recognise potential ethical dilemmas and reflect on clinical ethical decision making, seeking guidance as necessary and recognising limits of own experience, knowledge and competence

Planning and Organisational Skills

Ensure that their clinical skills represent the best practices by negotiating distinct time for professional development, study and/or training to ensure they remain informed of advances in their clinical field and can implement interventions based on current evidence of effectiveness.

- Exercise good personal time management, punctuality and demonstrate consistent reliable attendance.
- Co-ordinate the day-to-day activities of support staff where applicable.

Physical Skills

Take responsibility for their own professional activity accepting advice through supervision, and in compliance with the College of Occupational Therapists code of ethics and professional conduct (COT 2004), national legal frameworks and local clinical governance policy.

- Review and reflect on their own practice and performance through effective use of professional and operational supervision and appraisal.
- Demonstrate reflective practice to promote reasoning skills, develop clinical knowledge and practice.
- Assess and actively manage individual activity and environmental risk to ensure the safety of the service user, colleagues, self and the wider public.
- Recognise the personal right of the service user to positive risk taking in promoting their own recovery.
- Along with staff, take reasonable care for the health and safety of self and others who may be affected by their acts or omissions at work, observing local rules, procedures and regulations relating to keeping a safe workplace.

Patient/Client Care

Respect the individuality, values, cultural and religious diversity of clients, ensuring one's own practice is sensitive to these factors, and contributes to the provision of a culturally competent service

Responsibilities for Policy and Service Development

Ensuring professional registration is maintained in accordance with the health professions council's standards for practice and keep a written record of continuing professional development activity.

- Develop practice placement educator skills by contributing to student education; providing day-to-day student supervision; undertaking practice placement educator training when their own practice is

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consolidated and at a point agreed as appropriate with their supervisor; and leading on some educational projects delegated by the senior therapist.

- Following practice placement educator training, accept occupational therapy students for practice placements. Written formative and summative assessments will be prepared reflecting the student's performance (possibly contributing to their degree classification) and gatekeeping their successful progression into the profession.
- Add to the development of the Trust's occupational therapy service by contributing to a culture of professional enquiry and innovative practice, sharing insights and clinical experience with colleagues, debating issues of mental health and occupational performance and participating in a Trust wide strategy for occupational therapy in mental health.
- Contribute to specific developmental projects for the occupational therapy service within the locality/trust.
- Contribute to the clinical governance arrangements and quality agenda for the trust, the local service and the occupational therapy service.

Responsibilities for Finance

- To hold delegated responsibility for the management of the clinical resources within the field of practice ensuring resources are monitored and used appropriately.
- To identify and actively participate in any cost improvement measures as required.
- Be aware of and comply with the Trust Standing Financial Arrangements

Responsibility for Human Resources

- Contribute to the learning of support staff and students, monitoring, appraising and developing clinical skills and professional standards. This may include use of formal and/or informal supervision, documenting processes where relevant.
- Contribute to programmes of induction, education and training of students and other staff as required.
- Maintain and further develop basic presentation skills to facilitate effective delivery of the above activities.
- To work in collaboration with the team coordinator to undertake Personal development reviews and personal development planning for members of the team in accordance with LCFT policies.
- To participate in the LCFT PDR process ensuring objectives are met and a personal development plan is, maintained and evaluated.
- To be responsible for own continuing professional development and maintaining own professional registration and meet NMC/HPC Registration requirements maintaining a professional portfolio and demonstrating evidence of reflective practice.
- To undertake mandatory training as in line with PCT Policy and attend updates and study days as appropriate to the post

Responsibility for Information Resources

- Ensure that up to date written and electronic records and activity data are maintained in accordance with professional and trust standards and that sensitive information is held securely.
- Provide timely professional reports presenting assessment findings, plans for interventions, clients' progress and recommendations and/or advice for other workers.

Research and Development

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- Demonstrate an awareness of the available literature pertinent to practice in mental health day services.
- Use critical evaluation skills in considering current research, applying new knowledge to practice and sharing information at a local level.
- To participate in research and audit projects that are relevant to mental health day services.
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Freedom to Act

- To act within the boundaries of a Band 5 occupational therapy role at all times, seeking appropriate professional or managerial advice when faced with situations that are unknown or outside of your professional skills, level of experience or clinical remit.
- The above indicates the main duties of the post which may be reviewed in the light of experience and development within the service. Any review will be undertaken in conjunction with the post holder.

Special Conditions:

As a member of staff you have:

- Legal duties and responsibilities under Health & Safety legislation, plus a general duty to work safely and not to put others at risk i.e. colleagues, service users, visitors, as a result of any activity or omission at work.
- A duty to report any practice that you consider compromises standards of risk and health & safety. The Whistle-blowing Policy gives effect to the Public Interest Disclosure Act under which an individual who raises such concerns for unfair treatment is protected.

All Lancashire & South Cumbria NHS Foundation Trust staff employed within all Environments that have contact with service users, their families or systems to support them have a responsibility to safeguard and promote the welfare of children, adults and vulnerable families.

As a member of staff you must:

- All Lancashire & South Cumbria NHS Foundation Trust staff employed within Clinical Environments have contact with children, vulnerable adults, service users and their families must familiarise themselves and be aware of their responsibilities and adhere to Local Safeguarding Children's Board, Local Safeguarding Adult Board and LSCFT Procedures for Safeguarding and Protecting Children.
- The Trust places great emphasis on the need for the strictest confidentiality in respect of personal data - both that of service users and staff. All information about people will be treated in the strictest confidence at all times. Breaches of confidentiality will be investigated and may lead to Disciplinary action being taken.

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- The Trust view its responsibility under the Data Protection Act and the Caldicott Principles as central to all activities that are carried out in its name. Staff are therefore expected to acquaint themselves with the principles of Information Governance, and to complete the mandated training modules that have been agreed."

Promoting Equality and Reducing Inequalities

- To understand and uphold organisational policies and principles on the everyday promotion of equality, diversity and inclusion.
- To create an inclusive working environment which values a variety of ideas, experiences and practice, where differences are respected and celebrated for the benefit of ourselves, the Trust and the communities we serve.

Behaviour

The post holder is expected to ensure their behaviours are consistent with our values at all times, we expect you to:

Support the aims and vision of the Trust

- Act with honesty and integrity at all times
- Be a positive ambassador for the Trust
- Demonstrate high standards of personal conduct
- Value and respect colleagues, other members of staff and patients
- Work with others to develop and improve our services
- Uphold the Trust's commitment to equality and diversity
- Take personal responsibility for their words, deed and actions and the quality of the service they deliver

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Person Specification

Our vision: high quality care, in the right place, at the right time, every time.

Description	Essential	Desirable	Assessment
Education/ Qualifications	Diploma/Bsc/Msc in occupational therapy (OT) Ongoing registration with Health Professionals Council	Documented evidence of continuing professional development (CPD) Positive personal learning through experience of mental health problems in self or family/friends Previous mental health work in paid or voluntary	APPLICATION FORM INTERVIEW
Knowledge	Some knowledge of current best practice in OT Understanding of professional ethics and their application in practice Understanding of team dynamics Basic knowledge of health legislation and current practice, including CPA and risk assessment and management Basic knowledge of the principles of clinical governance Health, safety and risk awareness		AF/I
Experience	Application of the OT process Broad range of undergraduate practice placement experience Use of functional assessment and the analysis of occupation Positive learning from		AF/I

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	experience gained in mental health setting pre or post qualification		
Personal	Ability to work single-handedly with individuals and groups Group work skills Effective written and oral communication skills Computer literacy Good personal organisation skills Ability to reflect and critically appraise own performance Work Related Circumstances	Training and presentation skills	AF/I
Other	Current UK driving licence and access to car for work purposes Commitment to client centred, non-discriminatory practice Commitment to life-long learning Willingness to work flexibly to meet client need	Membership of relevant special interest group (COT specialist section – mental health) Membership of professional body (COT/BAOT)	AF/I

EFFORT FACTORS

PHYSICAL EFFORT What physical effort is required for the job?	How often?	For how long?	What weight is involved?	Any mechanical aids?

Is the job holders expected to sit / stand in a restricted position?	How often?	For how long?	What activity is involved?

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MENTAL EFFORT Are there any duties requiring particular concentration? – Please detail.	How often?	For how long?
Are there any duties of an unpredictable nature? – Please detail.	How often?	For how long?

EMOTIONAL EFFORT Does the job involve dealing with any distressing or emotional circumstances? – Please detail.	Direct / Indirect exposure	How often?
WORKING CONDITIONS Does the job involve exposure to unpleasant working conditions? – Please detail.	How often?	

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