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NHS

## PERSON SPECIFICATION

## **Senior Occupational Therapist – Band 6**

Job Title: Senior Occupational Therapist

Band: 6

Department: Sandwell CAMHs Team

All candidates will be considered on their ability to meet the requirements of this person specification.

E = Essential criterion for the role D = Desirable criterion for the role.

| Attributes/Skills        | Key Requirements  | Criteria<br>(E/D) |
|--------------------------|---|-------------------|
| Education/Qualifications | <ul> <li>Diploma / Degree in Occupational Therapy</li> <li>HCPC Registration</li> <li>Evidence of further education</li> </ul>  | E<br>E<br>E       |
| Experience               | <ul> <li>Documented evidence of Continuous<br/>Professional Development</li> <li>Extensive clinical experience including<br/>invdividual and group work</li> <li>Post Preceptorship experience</li> <li>Superivsion giving and recieving</li> </ul> | E<br>E<br>E       |
| Knowledge                | <ul> <li>Experience of occupational therapy<br/>assessments and interventions with children/<br/>young people with mental health needs</li> <li>Experienced use of the Model of Human<br/>Occupation (MOHO)</li> </ul>                              | E                 |





Apprenticeships

| •                           | Demonstrate effective clinical knowledge and skills   | E      |
|-----------------------------|---|--------|
| •                           | Excellent communication and interpersonal skills  | E      |
| •                           | Ability to work independently using own initiative with regular supervision   | E      |
| •                           | Experience and commitment to working within the Multi-Disciplinary Team   | E      |
| •                           | Knowledge of the principles of Clinical<br>Governance and its application   | E      |
| •                           | Understanding of effects of current health and social policy and practice in child mental                             | E      |
|                             | health services and the implications for<br>Occupational Therapy practice   | D      |
| •                           | Presentation Skills<br>Specialist interest in health, some community  | D      |
| •                           | experience<br>Experience of working in mental health with   | D<br>D |
| •                           | children/young people with complex needs completion of placement educator training                                    | _      |
| •                           | experience of student education<br>Experience of using sensory screens  | D<br>D |
| Skills/Personal qualities • | Enthusiasm for the continued development of Occupational Therapy service.   | E      |
| •                           | Ability to build effective working relationships<br>and work collaboratively within the<br>MultiDisciplinary Team     | E      |
| •                           | Ability to cope in potentially stressful<br>situations using appropriate support<br>Commitment to person centred care | E      |
|                             | Commitment to improving the experience of service users and their carers  | E      |
| •                           | Leadership skills   | E      |
| •                           | Member of professional body   | E      |
| •                           | Member of specialist interest group   | E      |
| •                           | Commitment to lifelong learning   | E      |
| Trust Behaviours •          | Be compassionate, empathetic and caring to everyone   | E      |
| •                           | Enable yourself and others to act with confidence and authority in order to achieve                                   | E      |
|                             | the best outcome for everyone   |        |
| •                           | Work with others. Be inclusive by   |        |
|                             | understanding and valuing others to achieve<br>the best results for everyone and everything<br>we do                  | E      |
| •                           | Act with transparency and honesty; respect  |        |
|                             | and value others to do the right thing at the   | E      |



| right time for everyone. |  |
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