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| **Job Advert** |
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| **Occupational Therapist**  |
| Blossom House is an **Ofsted rated ‘Outstanding’** specialist school for children aged 3 – 19 years of age with speech, language and communication difficulties. Although many of the children have some associated difficulties such as fine motor problems or poor organisational skills, they are all within the average range of cognitive abilities.**Occupational Therapists**We have an exciting opportunity for 2 x **Occupational Therapists** to join our **Therapy Team**, supporting children who have speech, language and communication difficulties. The role involves, amongst other responsibilities, providing an OT service within the primary (x 1 role) and secondary school (x 1 role), focusing on sensory motor development and functional skills. You will be responsible for delivering therapy treatment programmes for group and individual OT. You will also be required to work collaboratively with the multidisciplinary team.**We offer:*** A supportive working environment in a newly refurbished building.
* Close to a good transport network and on-site free parking is available.
* Small class sizes and the opportunity to work 1-1 with children where possible.
* Support from an enthusiastic and dedicated team of Therapy staff and Teachers who will work alongside you in the classroom. Our Speech & Language Therapists, Occupational Therapists, Physiotherapist, Art Therapists, Music Therapists and Play Therapists aim to maximise each child’s potential in a nurturing and supportive environment.
* Continued professional development.
* An opportunity to pursue a career in Teaching or Therapy where applicable.
* Competitive salaries, generous staff benefits and a friendly nurturing environment.

**The ideal candidate will have:*** Confidence, enthusiasm and a passion for learning.
* Excellent English skills (clear written and spoken English) along with good reading, writing and numeracy skills.
* Experience of working with children with Special Education Needs (SEN).
* The ability to build good working relationships with children, teachers, parents and carers.
* The ideal candidate will have excellent administrative and computer skills as this make up a large part of the role.
* Experience of working with children with Special Education Needs (SEN), particularly children on the Autism Spectrum.
* The ability to manage a small group of children with complex social communication needs.
* The ability to promote positive behaviour in a nurturing environment is essential.

At least completed Level 1 training in Sensory Integration and 2 years paediatric experience **The role is a Permanent, Full-Time role. Monday to Friday (8:30 – 17:00)** **Start date: January 2018** **Annual salary:** Salary dependent on experience, 9 weeks holiday pa **Closing Date: 22nd October 2017**Applicants will need to complete an application form detailing how they meet the requirements of the person specification.If you wish to apply for the post, please download the application form and email completed forms to recruitment@blossomhouseschool.co.uk For further information please contact: **Annerie Smit,** email: **anneries@blossomhouseschool.co.uk***This role is subject to the relevant Safeguarding checks which will include an Enhanced DBS check and right to work in the UK checks.* |

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| **Job Description** |
| **Job Title:** | Occupational Therapist |
| **Reports to:** | The Occupational Therapist will be a member of the Occupational Therapy team, under the leadership of the Head of Occupational Therapy and Physiotherapy and report to the Head of Occupational Therapy and Physiotherapy |
| **Accountable to:** | Joanna Burgess - Principal |
| **Contract term:** | Permanent, Full Time (Monday to Friday) |
| **Hours per week:** | 08:30 to 17:00 (Monday to Friday) |
| **Salary per annum:** | Dependent upon experience |

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| **Responsibilities and Duties**  |
| * + - * To be committed to safeguarding and promoting the welfare of children.
			* To provide an Occupational Therapy service to the school, focusing on sensory motor development and functional skills.
* To work with individuals on life skills and basic day-to-day tasks.
	+ - * To work with primary and secondary aged pupils, with possible opportunities to work with other ages.
* To work with individuals/small groups, as required by the teaching/therapy staff.
* To assist the teaching/therapy staff by supporting the learning needs of pupils.
	+ - * To assist and implement individual therapy treatment programmes for prioritised children.
* To assist teaching/therapy staff by performing administration duties, as reasonably required, e.g.: photo-copying, laminating, typing etc.
	+ - * To gather resources and support the half termly plans for the Occupational Therapy group.
* To assist the children to remain on task, and encourage their attention and listening skills, so that their learning opportunities are maximised.
	+ - * To assist the Occupational Therapy team in implementing the necessary structure and programs for the students.
* To cover sessions for the Occupational Therapists when they are unavailable.
	+ - * To assist with the assessment for all children seen for Occupational Therapy.
* To supervise during play and lunch times and be aware of First Aid procedures.
	+ - * To manage and encourage appropriate behaviour according to the school’s Behaviour Policy.
			* To be fully aware of all applicable Blossom House School Policies.
			* To be aware of and implement Health and Safety Regulations, including Risk Assessment, by assessing the environment in which therapy takes place on an on-going basis.
			* To attend staff meetings as required.
			* To attend and contribute to Annual Review meetings
			* To attend INSET and ensure Continuing Professional Development.
			* To help arrange outside training and agencies to deliver INSET and other relevant training programmes.
			* To liaise with the Multi-Disciplinary Team and outside agencies as appropriate, providing professional advice and feedback.
			* To provide an environment for the children that enables them to realize their potential and maximise their academic, social, physical and emotional development.
			* To be flexible and carry out any such other duties as may be reasonably required and directed by the Principal
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| **Person Specification** |
| **Qualifications** | Essential | Desirable | Application Form | References | Interview / Selection Process |
| Degree in Occupational Therapy | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Registered member of HCPC | **🗸** |  | **🗸** | **🗸** | **🗸** |
| **Knowledge & Understanding** | Essential | Desirable | Application Form | References | Interview / Selection Process |
| Knowledge of a) sensory- motor and b) behavioural needs of children in an educational setting | **🗸** |  | **🗸** |  | **🗸** |
| Code of Practice |  | **🗸** | **🗸** |  | **🗸** |
| Therapeutic intervention for children with language and social communication difficulties, working with both individuals and groups. |  | **🗸** | **🗸** |  | **🗸** |
| A basic understanding of Safeguarding and child protection in schools | **🗸** |  | **🗸** |  | **🗸** |
| An understanding of supporting diversity and equal opportunities | **🗸** |  | **🗸** |  | **🗸** |
| An understanding of health and safety and confidentiality | **🗸** |  | **🗸** |  | **🗸** |
| The workings of a multidisciplinary team. | **🗸** |  | **🗸** |  | **🗸** |
| **Skills** | Essential | Desirable | Application Form | References | Interview / Selection Process |
| Clear written and spoken English | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Good numeracy and literacy skills | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Competent ICT skills | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Behaviour management skills | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Good Organisational Skills | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Diplomacy and Flexibility | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Ability to carry out formal and informal assessments | **🗸** |  | **🗸** |  | **🗸** |
| Initiative | **🗸** |  |  | **🗸** | **🗸** |
| Ability to deal with stressful situations | **🗸** |  | **🗸** |  | **🗸** |
| Willingness to become involved in all aspects of school life, e.g. break times, school productions, parents evenings. | **🗸** |  | **🗸** |  | **🗸** |
| **Experience** | Essential | Desirable | Application Form | References | Interview / Selection Process |
| Experience of working with children with complex social communication difficulties and ASD. |  | **🗸** | **🗸** | **🗸** | **🗸** |
| Experience of working with children with life skills difficulties. | **🗸** |  |  | **🗸** | **🗸** |
| Experience of working with a multidisciplinary team. |  | **🗸** |  | **🗸** | **🗸** |
| **Personal Attributes** | Essential | Desirable | Application Form | References | Interview / Selection Process |
| A high level of emotional resilience and emotional maturity | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Flexibility and creativity in your approach to tasks | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Ability to build good relationships with children, teachers, parents and carers | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Patience and a positive attitude | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Ability to adapt to changes quickly | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Ability to work as part of a team | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Ability to work independently on prescribed tasks, take initiative and manage change | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Ability to use initiative, good problem-solving skills and to be engaging and pro-active | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Willingness to participate in training and other learning activities | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Commitment, reliability and trustworthiness  | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Willingness and commitment to follow school policies and guidelines | **🗸** |  | **🗸** | **🗸** | **🗸** |
| Willingness to support diversity and ensure all pupils with speech & language difficulties have equal access to opportunities to play and develop | **🗸** |  | **🗸** | **🗸** | **🗸** |
| **Safe-guarding & Child Protection****(COMPULSORY)** | Essential | Desirable | Application Form | References | Interview / Selection Process |
| A commitment to follow school policies, procedures and guidance | **🗸** |  | **🗸** |  | **🗸** |
| A commitment to the protection and safeguarding of children and young people | **🗸** |  | **🗸** |  | **🗸** |
| Successful Enhanced DBS Status | **🗸** |  |  |  | **🗸** |

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| **Recruitment Activity (to accompany your application form)** |
| **The OT wants to use face paint with pupils in their next OT group session. The paint will be used to encourage tactile stimulation and body awareness. Can you write the letter to ask permission from the parents to use said paints at school?** |
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