

BROOMHILL BANK SCHOOL

KSI PERSON SPECIFICATION – HIGHLY SPECIALIST PAEDIATRIC OCCUPATIONAL THERAPIST

CRITERIA		ESSENTIAL	DESIRABLE	EVIDENCE BASE / MODE OF ASSESSMENT
SECTION 1: EDUCATION AND TRAINING				
1.1	Holder of a professional qualification recognised by the World Federation of Occupational Therapists (e.g. Dip COT; PG Dip COT; BSc OT - or equivalent)	✓		
1.2	Relevant professional qualification to Master's level, or equivalent.		✓	
1.3	Health Professions Council Registration.	✓		
1.4	Membership of or willingness to register with the British Association of Occupational Therapists.	✓		
1.5	Commitment to ongoing advanced clinical and professional development and holder of a training portfolio reflecting ongoing involvement in training and specialist courses	✓		
SECTION 2: EXPERIENCE				
2.1	At least 2 years post graduate experience as a Paediatric Occupational Therapist	✓		
2.2	At least 1 years' experience working as a Specialist Paediatric Occupational Therapist.		✓	
2.3	Experience of working within a multi-professional team	✓		
2.4	Experience of delivering Specialist Occupational Therapy programmes within a school	✓		
2.5	Experience in formally sharing clinical expertise and delivering training, and a commitment to continuing this.	✓		
2.6	Experience of involvement in Action Research and/or a willingness to pursue this in post.	✓		
2.7	Evidence of specialist knowledge relevant to Paediatric Occupational Therapy	✓		
SECTION 3: KNOWLEDGE AND SKILLS				
3.1	A good understanding of legislation relevant to Paediatric Occupational Therapy	✓		

3.2	Excellent understanding of evidenced based practice, research and audit methodology.	✓		
3.3	Specialist knowledge and skills in Paediatric Occupational Therapy, relating to assessment, treatment and long-term management of students with communication, interaction and learning difficulties.	✓		
3.4	Good clinical reasoning skills to collate, analyse, interpret and evaluate information such as complex assessment results and reports, in order to formulate Occupational Therapy Management Plans and set treatment targets for individual students	✓		
3.5	Ability to analyse and compare a variety of specialist treatment approaches, techniques and programmes, based on best practice, in order to draw up appropriate treatment plans	✓		
3.6	Ability to evaluate quality and effectiveness of clinical practice through use of outcome measures and evidence-based practice.	✓		
3.7	Able to use risk assessments effectively to maintain high levels of safety, and sharing this knowledge to promote best practice	✓		
3.8	A comprehensive knowledge and understanding of how children develop and the factors that can impact upon their functional abilities, independence and safety	✓		
3.9	Highly developed written English and record keeping skills and the ability to produce accurate, comprehensive, reliable and robust records and reports.	✓		
3.10	Excellent IT skills - including MS Word, e-mail & Internet, Excel, Power Point etc. and OT related software packages, and an ongoing desire to develop these as technology changes.	✓		
3.12	Able to demonstrate highly developed, clear and interesting presentation skills for use with a broad range of audiences with limited understanding of the practice of Occupational Therapy	✓		
3.13	Able to contribute to Broomhill Bank training relating to Paediatric Occupational Therapy, for a variety of audiences.	✓		
3.14	Able to provide specialist professional advice and guidance at a variety of levels assertively and sensitively to the team at Broomhill Bank School and external agencies	✓		
3.15	Able to foster excellent relationships with students, parents, and work colleagues, showing high levels of emotional intelligence in responding to their differing needs and demands.	✓		

SECTION 4: LEADERSHIP AND MANAGEMENT

4.1	Able to give enthusiastic and clear leadership and communicate the school vision to other professionals and school stakeholders	✓		
4.2	Able to innovate, initiate, lead and manage significant changes, development and improvement.	✓		

4.3	Able to contribute productively to developing policies and procedures within the department and wider school.	✓		
4.4	Have specialist group leadership and facilitation skills.	✓		
4.5	Ability to provide high quality professional/clinical coaching, mentoring and Appraisal to other members of the Therapy Department including less experienced OT staff using critical thinking, reflection and analysis	✓		
4.6	Able to audit work within the department and monitor the performance of staff within the Therapy Department to move all practice to outstanding.	✓		
4.7	Able to effectively contribute to staff recruitment and selection within the Therapy Department	✓		
SECTION 5: PERSONAL ATTRIBUTES				
5.1	Accountable for own professional actions as a specialist, with the ability to use initiative, be, self-directed, work autonomously and know when to ask for help.	✓		
5.2	Ability to prioritise, organise and manage time to meet conflicting demands, targets and deadlines.	✓		
5.3	Ability to use specialist reflective practice in order to achieve successful outcomes for self, students, parents and the wider school community.	✓		
5.4	Highly developed team-working skills with proven ability to communicate and negotiate effectively with colleagues within the multi-professional team.	✓		
5.5	Highly developed communication skills and an ability to communicate sensitive and complex information to a variety of audiences.	✓		
5.6	Ability to demonstrate excellent interpersonal skills — including observation, listening, problem-solving and empathy with students, families and colleagues, ensuring that effective communication and excellent relationships are achieved.	✓		
5.7	Empathy, humility, and humour	✓		
5.8	Knowledge of and ability to maintain continued professional development to required standards.	✓		
5.9	Interests out of school and a commitment to establishing a healthy work/life balance	✓		
5.10	Commitment to professional development as a lifelong learner.	✓		
5.11	Physical abilities to carry out the requirements of the post to assess and treat students with complex OT needs; including good eye-hand co-ordination, balance and fine motor skills	✓		
5.12	Fit enough to be able to carry out the physical nature of duties including ability to safely move and lift specialised Sensory Integration equipment.	✓		

5.13	Motivation, drive and enthusiasm, with the ability to empathise with and motivate students.	✓		
5.14	Strong emotional resilience with an ability to work effectively under pressure	✓		
5.15	Ability to undertake in positive handling interventions when required and/or willingness to acquire the necessary qualifications to do so.	✓		
SECTION 6 : EQUAL OPPORTUNITIES				
6.1	Understanding of and adherence to the principles set out within the Schools Equality Plan.	✓		
6.2	Commitment to the promotion of the concept of equal opportunities with all staff, students and the wider school community	✓		
6.3	Understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards reducing this.	✓		

The governors are committed to safeguarding and promoting the welfare of children and the successful candidate will therefore be subject to an Enhanced Check with the Disclosure Barring Service. Broomhill Bank School recognises diversity and welcomes applications from anyone with relevant qualifications and knowledge.

