



Senior Paediatric Occupational Therapist Job Pack



December 2020

Dear Applicant,

Thank you for your interest in the position of **Senior Paediatric Occupational Therapist** at CPotential.

Our charity was set up in 1963 and we offer life-changing interventions for children aged 0-18 who have movement disorders due to conditions such as cerebral palsy, acquired brain injury or global development delay.

We are looking for a dynamic and committed Occupational Therapist to join a multi-disciplinary team at our centre, at a very exciting and ambitious time in our history.

The right candidate will have a confident, caring, and proactive attitude, with experience of working with a wide range of children and conditions. You will have Postgraduate Sensory Integration training (minimum level 1), and a desire to develop further.

We can offer a supportive team environment, regular supervision, appraisal, CPD and training opportunities.

We will be reviewing applications on a rolling basis and will close the vacancy once we have selected a successful candidate, so please get in touch as soon as possible.

To apply, please email info@cplondon.org.uk with your CV and a covering letter explaining your interest and suitability aligned to the job description and person specification within this pack.

To gain further insight about the charity, we encourage you to visit our [website](#) and social media sites.

We look forward to hearing from you.

Best wishes,



Brett Parker
CEO



Job Description

Job title:	Senior Paediatric Occupational Therapist
Reports to:	Clinical Supervisor
Contract:	Permanent (with 6 months probationary period)
Hours:	37.5 per week (with occasional evening/weekend/bank holiday working)
Salary:	Band 6 £31,365 to £33,176 dependent on experience (plus Outer London Weighting of £3,784)
Location:	CPotential, 143 Coppetts Road, London N10 1JP
DBS:	Subject to an Enhanced Disclosure & Barring Service (DBS) check
References:	Subject to satisfactory references
Closing date:	Applications will be reviewed on a rolling basis and we will close the vacancy on selection of a suitable candidate
Interview date:	To be confirmed, initial stage via Zoom

Clients First – Service Standards

At CPotential we promise to put Clients First. Our commitment to every client, every day, doing our best to ensure they feel safe, in a clean and comfortable environment with highly professional staff who work together to achieve this.

We want our clients to feel cared for, with a courteous and respectful attitude from kind and helpful staff who have the time to listen and keep them informed at every step. We want them to feel confident that their treatment is provided by skilled and compassionate teams who will involve them in their care and who understand their time is valuable.

The Organisation delivers services to clients seven days a week and aims to provide equality of treatment and outcome regardless of the day of the week. To meet these aims and changing service requirements, the Organisation may need you either to work temporarily outside of your core hours or to permanently change your core working days and hours. The Organisation will give you reasonable notice, where possible, of temporary changes to your days or hours of work and will consult with you and/or your staff representatives about substantial permanent changes, but ultimately, these are changes which may be required of you.

Job Purpose

This job description is a guide and does not form part of your contract of employment, it may change from time to time.

- To provide a high-quality occupational therapy service to a caseload of children and young people with a variety of physical, learning and social needs (including children with statutory needs, e.g. Education Health & Care Plans, safeguarding and child protection issues/concerns) in a variety of community settings
- To carry an independent caseload of children across a range of settings within the multidisciplinary team, to support children and young people's occupational therapy needs as appropriate
- To carry out assessment and intervention of occupational therapy to families being supported by case management companies.

Key relationships

- Children, young people, families and carers
- Service Lead
- CPotential integrated teams
- Education staff within mainstream and special school settings
- Children and Young People and Family Services in Social Care
- Acute Organisation Services, e.g. Paediatricians, Acute Therapy Services.

Key tasks

- This role is based working within our specialist centre but may require visits to family homes, special and mainstream schools with children & young people aged between 0-18 years
- To provide a service to children & young people with a neurodisability and other complex conditions
- To provide advice, assessment, intervention and training to children and young people with additional needs, their parents, carers and teachers and to specifically allocated geographical localities
- To identify the child's difficulties, undertake assessments using clinical reasoning skills and enable them to participate in activities and occupation
- To be accountable for a clinical caseload for children with a range of conditions providing appropriate assessments and intervention programmes
- To monitor, evaluate and modify treatment interventions to measure progress and

ensure effectiveness

- To communicate effectively and provide advice and training to colleagues working within other clinical areas
- To participate in the planning and development of the service, holding responsibility for defined and delegated projects
- To work with and provide supervision and training for Occupational Therapy Students and OT Support Workers and Technicians
- To maintain and develop professional competence through continuing professional development, and to develop the ability to reflect on and evaluate training attended
- To actively participate in clinical and peer supervision
- To contribute to clinical effectiveness arrangements and participate in audit and research relevant to your role and clinical setting
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate
- To ensure effective partnership working at all times with other members of the staff team, social care, education and voluntary bodies in the best interests of the child
- To assess the needs of children and young people and to formulate plans regarding appropriate complex bespoke specialist equipment and minor adaptations. To set up and monitor equipment, instructing clients/carers on its safe use
- The post holder may be expected to travel across London.

1. Communication

- To empathetically communicate condition related information from assessment to children, carers, families and members of the multi-disciplinary team/other professions
- To evaluate outcomes and provide advice to others regarding the management and care of children with communication and eating difficulties
- To support, reassure and advise families and carers to engage in the therapeutic process and provide specific information on neurodisability conditions
- To deal with initial complaints sensitively, avoiding escalation where possible
- To form productive relationships with others who may be under stress and/or have challenging communication difficulties
- To give information and advice to enable children, their parents/carers and other professionals working with the child, to carry out therapy interventions and ensure ongoing support between professional treatment sessions
- To prepare and write reports for Education Health & Care Plans, multi-disciplinary assessments and reviews
- To work jointly with other professionals within the multidisciplinary team and attend joint case conferences
- To liaise and work with other members of the multidisciplinary team: Therapists, Teachers, Clinical Psychologists, Special Educational Needs Teachers, Consultant Community Paediatricians and Safeguarding teams
- To give appropriate information to children, parents/carers and other professional staff regarding therapy programmes.
- To maintain working relationships within Education
- To keep adequate records on clients, to maintain confidentiality in respect of this information, and comply with the Organisation's record keeping policy

- To attend professional meetings.

2. Personal and people development

- To maintain and develop professional competence through continuing professional development, and to develop the ability to reflect on and evaluate training attended
- To actively participate in clinical and peer supervision
- To provide supervision to OT Assistants /Technicians
- To provide clinical placements and take responsibility for contributing to the assessment of students
- To develop a working knowledge of relevant procedures including: Safeguarding Children, SEND procedures, and other legal frameworks
- To provide clinical advice to other professionals
- To demonstrate the ability to reflect on clinical practice with peers and mentors and identify own strengths and development needs
- To develop, organise, plan and deliver training sessions for teachers/parents/carers and other professional staff
- To participate in departmental research and clinical governance/audit projects/collect and provide research data as required
- To oversee and supervise the work of any therapy assistant, who may be involved in the work with children on caseload
- To participate in the staff appraisal system
- Develop and maintain skills and knowledge in relation to the needs of children and their families.

3. Health and Safety

- To adhere to Health and Safety policies of the Organisation
- To participate in Clinical Governance procedures for the service
- To comply with the Organisation Safeguarding Policy including cooperation with statutory child protection agencies in ensuring the safety and wellbeing of children
- To be aware of Health and Safety Policies and to maintain up to date knowledge of any published changes or amendments
- To be aware of any Health and Safety legislation or policy in relation to any area of work or practice undertaken as part of this post
- To undertake risk assessments as required
- To take personal responsibility for maintaining a safe working environment, and to report or highlight any potential dangers or risks to the appropriate person.
- To take personal responsibility for and adhere to policy and guidelines in relation to lone working.



4. Service Improvement

- To contribute to and be pro-active in the identification of service improvement.
- To participate in the planning, to implement and evaluate service developments within the specialism based on audits, questionnaires, reflective practice, meetings, surveys and data collection
- To include assistance piloting of new services, prioritisation of caseloads and alternative methods of working
- To contribute to the development of clinical standards and guidelines in own speciality, and to inform service policies, including the use of research in evidence-based practice
- To make suggestions about possible improvements or changes to the service which may be of benefit to children and families or the organisation
- To undertake appropriate research and provide advice to staff undertaking research
- To participate in audit and service evaluation, with colleagues within and across the service to help develop and improve services to children and their families
- To participate in clinical and quality frameworks for the Paediatric Occupational Service.

5. Quality

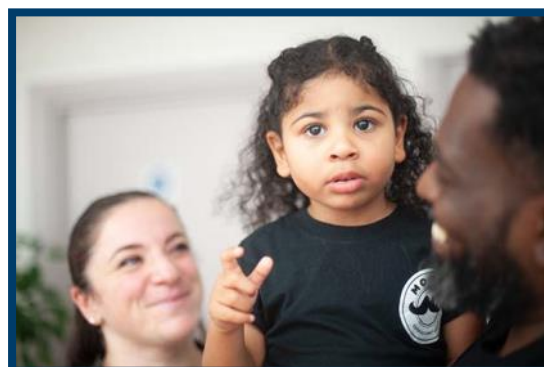
- To contribute to clinical effectiveness arrangements and quality agenda, and participate in audit and research relevant to your role and clinical setting
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate
- To understand when to make onward referrals to other agencies in order to assist in the diagnosis and treatment options of children on own caseload, as well as advising other members of staff
- To operate in accordance with the policies and guidelines of the Paediatric Occupational Therapy Service, HCPC and the Royal College of Occupational Therapists
- Occupational Therapists are required to adhere to the Royal College of Code of Ethics and Professional Conduct.

6. Equality, diversity and rights

- To adapt practice to meet individual children/families' circumstances, including due regard for cultural and linguistic differences
- To be sensitive to the individual needs of children and families affected by disability
- To be aware of the needs of children and families in relation to their language, culture, religion, ethnicity and gender
- To actively challenge, and where necessary report any incidence of abuse or discrimination in line with policy and procedures.

Person Specification

	Essential	Desirable	Evidence
Education & Qualifications	<ul style="list-style-type: none"> Degree or equivalent diploma in Occupational Therapy Sensory Integration Postgraduate Training Level 1 HCPC Registration Membership of RCOT Evidence of CPD maintained in a portfolio Professional Code of Conduct for OT. 	<ul style="list-style-type: none"> Sensory Integration Postgraduate Training Level 2/3 Membership of Specialist Interest Group (Children, Young People and Families) Educator qualification. 	Application/ Interview
Experience & Knowledge	<ul style="list-style-type: none"> A minimum of two years experience working as an Occupational Therapist carrying out assessment and treatment of children A desire to gain further experience and training in the area of Sensory Integration Demonstration of clinical assessment and intervention knowledge Knowledge, training and experience of a range of treatment techniques and approaches Knowledge /experience of the impact of a child's disability on occupational performance and the child's family / carers Facilitation and involvement in audit and understanding of quality issues Contribution to clinical education Documented evidence of lifelong learning. 	<ul style="list-style-type: none"> Previous experience carrying out a wide range of standardised and non-standardised assessments with children Experience of working in a multidisciplinary team. 	Application/ Interview



	Essential	Desirable	Evidence
Skills & Abilities	<ul style="list-style-type: none"> • Clinical experience including individual and group work • Assessment, planning, implementing and evaluating treatment, complying with professional and service standards • Ability to work autonomously and set own priorities • Ability to analyse clinical, professional and ethical issues • Supervisory/appraisal skills • Ability to reflect and critically appraise own performance • Ability to organise and respond efficiently to information • Teamwork and effective communication/ negotiation skills • Ability to build effective working relationships with multi professional teams, children and carers • Ability to cope working in emotional environments with parents/carers • Ability to understand the child and families / carers culture and diversity and provide services appropriate to individual needs • Able to carry out moderate to intense physical effort through concurrent activities. 		Application / Interview
Qualities	<ul style="list-style-type: none"> • Ability to travel to carry out post • Ability to handle children and equipment, frequently exerting moderate physical effort for long periods • Ability to cope with frequent exposure to distressing or emotional circumstances • Flexibility in approach to service delivery. 		Application / Interview
General	<ul style="list-style-type: none"> • Enhanced DBS check • Some evening/ weekend/ bank holiday working required • Willing to undertake further Sensory Integration (SI) training. 		Interview

Benefits of working at CPotential

As a CPotential member of staff, you are one of the charity's most important assets. We want you to love working for us and to develop personally and professionally while you're with us to give us your best.

Holiday

It's important to recharge your batteries, so we offer a generous holiday allowance of 27 days, in addition to eight Public Holidays (although some bank holiday working will be required).

Learning and development

We offer life-changing learning to the children and young people we work with and we value your learning just as much. All staff can access in-house training and we budget for external training too.

Family support

We offer a range of benefits to support family life, including parental leave and compassionate leave when needed.

Pension scheme

We offer the NEST pension scheme, for which all staff are eligible from the first day of employment.

Charlie HR Perks Scheme

- Exclusive discounts and rewards at over 30,000 brands
- Enjoy up to 55% off cinema tickets
- Save up to 15% off at 80+ high street retailers
- Earn "WOWPoints" as you shop, then spend them like cash
- Share deals and discounts with up to 10 of your friends and family

Employee Assistance Programme

It isn't in anyone's best interests if you have issues that are keeping you awake at night. We subscribe to an Employee Assistance Programme, so that you can access 24 hr support for things that are bothering you, whether at work or home.





CPotential

we do



cplondon.org.uk

143 Coppetts Road
London N10 1JP
T: 020 8444 7242 E: info@cplondon.org.uk

CPotential is the operating name for CPotential Trust
Registered Charity No. 1124524 Company No. 5848363