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|  | **DESCRIPTION** | **ESSENTIAL** | **DESIRABLE** | **EVIDENCE** |
| Qualifications | Degree or equivalent Diploma in Occupational Therapy | X |  | Application form(proof of qualifications to be provided) |
| Registration with the Health and Care Professions Council (HCPC) | X |  |
| Registered member of College of Occupational Therapist | X |  |
| Member of professional body; COTSS: CYPF, SINET.  |  | X |
| Attendance at workshops/ seminars in Occupational Therapy.  |  | X |
| Experience in working with individuals with ASC  |  | X |
| Clean driving licence |  | X |
| knowledge | Comprehensive knowledge of the developmental stages of children and young people.  | X |  | Application formReferencesInterview |
| Knowledge of ASC including features of the disorder, how this impacts on learning, evidence-based strategies and approaches.  | X |  |
| Knowledge of Occupational Therapy theory and practice relevant to working with children with special needs and their families.  | X |  |
| Knowledge of the role and boundaries of the OT within the multidisciplinary team.  | X |  |
| Sound awareness of the psychological and social factors of dysfunction and disability.  | X |  |
| Knowledge of Educational Legislation and the National Curriculum |  | X |
| experienceExPERIENCECont’d | Interest in working with children and young people with ASC.  | X |  | Employment historyInterviewReference |
| An up to date professional portfolio demonstrating reflective learning.  | X |  |
| Experience of working as a paediatric Occupational Therapist.  |  | X |
| Experience of working with individuals with ASC and/or learning disabilities and/or with children in an education, health or care setting.  |  | X |
| Experience of working with a multidisciplinary team.  |  | X |
| An understanding of cultural differences and their impact on OT provision.  | X |  |
| Experience of psychosocial aspects of working with families of children with severe disabilities.  |  | X |
| Experience providing advice and training/teaching/presenting formally and informally to students, other professionals, parents and carers.  |  | X |
| Experience of planning and running groups.  |  | X |
| Specific experience of working within a Special Needs School.  |  | X |
| Experience of using clinical reasoning and evidence based practice.  | X |  |
| Direct experience or involvement with the research process.  |  | X |
| Experience of initiation or involvement in service development/projects.  |  | X |
| Experience of providing training.  |  | X |
| Experience of working in a multi-cultural environment.  |  | X |
| Experience of provision of specialist comprehensive written information to parents and other professionals including the SEN statementing process/Education Health and Care plans.  |  | X |
| Skills | Ability to present clearly, in person and on paper.  | X |  | Employment historyInterviewReferences |
| Ability to organise and prioritise workload. | X |  |
| Ability to work independently and collaboratively in a team, with a range of professionals and statutory bodies.  | X |  |
| Ability to reflect on clinical practice and experience.  | X |  |
| Ability to undertake physical activity involved with therapeutic handling of children and young people on caseload including equipment adjustments and manual handling.  | X |  |
| Clear & concise written skills with competency in IT skills for reports, advice/activity suggestions and internet use to access Occupational Therapy related information.  | X |  |
| Ability to communicate clearly and sensitively with parents, carers and professionals.  | X |  |
| Ability to recognise and manage difference of opinion in both client related and inter-professional situations.  | X |  |
| Ability to think creatively.  | X |  |
| An ability to use clinical and ethical reasoning skills to analyse and interpret assessment findings, plan and evaluate intervention programmes.  | X |  |
| Ability to plan and prioritise incoming workload  | X |  |
| Skills in Occupational Therapy assessment and intervnetion of motor skills. |  | X |
| Experience of adapting activities to develop core skills | X | X |
| Awareness of sensory processing difficulties. | X |  |
| Understanding of the importance of providing intervention to address sensory processing difficulties. |  | X |
| Personal Qualities and attributes   | Commitment to equality, diversity and inclusion | X |  | Employment historyInterviewReferences |
| Passion for working with young people with ASC | X |  |
| Flexibility and adaptability | X |  |
| Commitment to actively promoting the policies and procedures of the school | X |  |
| Sensitivity, diplomacy and tact | X |  |
| An excellent team player | X |  |
| Clear commitment to supporting staff development | X |  |
| Confidentiality | X |  |
| Commitment to personal and professional development | X |  |
| A commitment to safeguarding and promoting the welfare of children and young people | X |  |
| A positive and resilient individual with drive, integrity, a cheerful disposition and sense of humour | X |  |
| Ability to work under pressure and meet deadlines | X |  |

**Wargrave House Limited operates a safe recruitment process. Appointment to the post will be subject to suitable references and an enhanced Disclosure Barring Service check. Wargrave House Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**