



## **The Scottish Centre for Children with Motor Impairments (Craighalbert Centre)**

### **Occupational Therapy Team Lead**

#### **Working with Children with Neurological Conditions Full Time Permanent Post**

**£41,000 – £50,000, dependent on experience**

**Key benefits include 55 days leave per year (11 weeks)**

We are seeking a flexible, innovative, and child-centred Occupational Therapist to join our multidisciplinary team and lead our occupational therapy service. This is an exciting opportunity to be part of a creative service that is remodelling integrated therapy, care and learning for children and young people affected by neurological conditions. The Centre includes an independent school for children and young people with profound and multiple learning disabilities and is one of Scottish Government's seven Grant Aided Special Schools. Education provision includes early learning and childcare, primary and secondary provision.

The Centre also provides a range of learning and therapeutic services that support families and practitioners throughout Scotland. The children and young people attending the school and nursery experience complex health and learning needs, while families supported through wider Centre activities are affected by a broad range of disability impacting on motor function learning. The Centre is highly resourced with a range of specialist staff, technology, equipment and access to specialist training and education to facilitate child development.

Our aim is simple; to support children, young people, and their families to attain and maintain the highest level of holistic wellbeing possible. Multidisciplinary teams around the child work collaboratively alongside parents maximising the benefit from Centre and community resources to give children and young people exceptional experiences to achieve ambitious outcomes. You will have an opportunity to work across the range of Centre services with children of all ages from pre-nursery through to 18 years. Our ethos is to get it right for every child helping children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

**Applicants must be able to be HCPC registered.**

**A successful candidate who requires to relocate may be provided with a financial assistance.**

**New appointees will be eligible to join or continue in the NHS Scotland Pension Scheme.**

#### **How to Apply:**

Applicants should submit a CV by email to [kirsty@craighalbert.org.uk](mailto:kirsty@craighalbert.org.uk) together with a supporting statement of no more than 600 words outlining how their knowledge, experience and attributes enable them to fulfil the responsibilities of this post.

**Closing date: Noon Monday 18<sup>th</sup> July 2022**

**Interviews will be held week commencing 8<sup>th</sup> August 2022**

For informal and confidential discussions, contact:

Barbara-Ann Hagerty

Head of Health

The Scottish Centre for Motor Impairments [www.craighalbert.org.uk](http://www.craighalbert.org.uk)

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# The Scottish Centre for Children with Motor Impairments



## Occupational Therapy Team Lead

### Working with Children with Neurological Conditions

#### Further Particulars



June 2022

**Occupational Therapy Team Lead**  
**Working with Children with Neurological Conditions**

**Further Particulars**

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# 1. The Scottish Centre for Children with Motor Impairments

## 1.1 Introduction

The Scottish Centre for Children with Motor Impairments (SCCMI) was purpose built as a national resource and continues to benefit from annual Scottish Government grant funding. The Centre provides learning, care and therapy for children of all ages affected by neurological disorders. The Centre includes an independent school for children and young people with complex additional support needs who have profound and multiple learning disabilities. Education provision includes early learning and childcare, primary and secondary provision including provision for senior phase. The Centre also provides a range of learning and therapeutic services that support families and practitioners throughout Scotland. Our aim is simple, to support children, young people and their families to attain and maintain the highest level of holistic wellbeing possible. Multidisciplinary teams around the child work collaboratively alongside parents maximising the benefit from Centre and community resources to give children and young people exceptional experiences to achieve ambitious outcomes.

## 1.2 Centre Leadership

The Chief Executive, Bob Fraser, is supported by the Centre Leadership Team, who are overseen by the Board of Directors. There are currently 5 members of the Centre Leadership Team, the post holder will be responsible to the Head of Health:

Centre Leadership Team:

- Chief Executive – Bob Fraser
- Head of Corporate Services - Frances Todd
- Head of Health – Barbara-Ann Hagerty
- Head of Learning – Jennifer Baillie
- Head of Quality Partnerships and Innovation – Alison Philipps

## 1.3 Location

The Centre is located in Central Scotland with motorway, trains and buses providing excellent transport links and easy access to Glasgow, Edinburgh, Stirling and beyond. The Centre is set in its own grounds that are linked to a country park providing a quiet and restful working environment. Walking and cycle paths connect the Centre to many residential and retail opportunities. For those wishing to live nearby there is a wide range of housing available including many options for modern urban town living through to village or country living within 10 minutes' drive.

## 1.4 The Physical Environment

Therapy, care and learning take place in stimulating environments within a welcoming, spacious and pleasant building. Specialist play, therapeutic, educational and communication equipment is employed to assist the child's engagement in and benefit from activities. Children receive aquatic therapy in the Centre's custom-designed pool and use of the grounds' outdoor learning areas, therapeutic equipment and play areas ensure that children have access to a range of learning experiences to promote development.

## 1.5 SCCMI's Quality Status

The SCCMI has been subject to a range of external assessments of its work in recent years including:

- Education Scotland
- Care Inspectorate.

### (i) Education Scotland

Following the inspection in June 2016, a highly positive report was received from Education Scotland, with the inspectors' views confirming the high-quality education and therapy services and facilities offered by the SCCMI, with the inspectors using the terms, 'outstanding', 'excellent' and 'exceptional' through the report.

### (ii) Care Inspectorate

The SCCMI had unannounced inspections from the Care Inspectorate in March 2019, 2017 and 2014, with those inspections confirming the quality of the SCCMI's care. Elements of the service were assessed as:

- |  |                             |
|--|-----------------------------|
| - Quality of Care and Support                            | 6 - Excellent (2019 & 2017) |
| - Quality of Environment                                 | 6 - Excellent (2017)        |
| - Quality of Staffing                                    | 6 - Excellent (2019 & 2014) |
| - Ensuring Children's Health and Wellbeing Needs Are Met | 6 - Excellent (2014)        |

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1.6 The SCCMI's Unique Working Methods: Integrated & Collaborative Practice

At the SCCMI, all activities are designed to be outcome focused and improving holistic wellbeing. To do this in the most effective, person-centred, and enjoyable way, teams are encouraged to develop and apply creative and flexible approaches based on collaborative 'co-professional' working.

Co-professional working therefore enables staff drawn from a range of appropriate professional disciplines including teachers, physiotherapists, occupational therapists, speech therapists, nurses, alongside learning, therapy, and care facilitators, to work in an integrated and co-professional manner that can offer a collective and cohesive approach but employ specialist knowledge when required. The objective of co-professional working is that staff operate as a cohesive team, delivering services in a holistic manner to individual children or a group of children, deliberately attempting to blur the edges between the professions; and ensuring that the whole of the SCCMI's workforce is greater than the sum of the individual parts.



## 2. Meeting Children's Needs

### 2.1 Characteristics of Children/Young People with Whom the SCCMI Engages

The children and young people who attend Craighalbert are recognised as having complex additional support needs. These arise from neurological conditions which range in severity and impact on their learning, development, and capabilities in highly individual ways. Some of our children and young people will have exceptional healthcare needs which may be life-threatening or be life-limiting. All will have significant learning difficulties requiring a highly differentiated curriculum which we aim to deliver in an inclusive environment.



### 2.2 Nursery and School Provision

The Centre has facilities to provide early learning ( $\approx$ 3-5years), primary schooling ( $\approx$ 5-12 years) and secondary schooling ( $\approx$ 12-18 years). All children currently attending the school have complex additional support needs and profound and multiple learning disabilities (PMLD). The school roll is currently 15 children ranging from 5 years – 15 years.

#### *Nursery Provision*

Nursery provision at the Centre has focused on the provision of early learning and childcare for a small number of children with complex additional support needs. The provision has been demand led. No children are attending the Centre to access nursery provision at this time.

Currently the Centre is progressing a development around early learning and childcare provision with a partner provider – Indigo Childcare Group. This development will facilitate the delivery of a nursery on site that will largely provide for children with no recognised additional support needs while integrating a small number of children with complex additional support needs with profound and multiple learning disabilities into the class group. The objective is to achieve a service model that will support the development of a centre of excellence in the delivery of high-quality early learning and childcare for children with complex additional support needs in an integrated nursery provision.

#### *School Provision*

Fifteen children currently attend the school provision. All children attend on a full-time basis. It is anticipated that this number will grow over coming years and through developments with Local Authority partners we will explore the benefits of different models of placement including short term full-time placements (e.g., one- or two-week blocks), medium to long term shared placements and time limited block placements (e.g., one term or one academic year).

There are 3 registration classes which are grouped through consideration of individual child profiles. Group activities to promote learning and enablement and improve health and wellbeing outcomes can be organised around chronological age, however, equally they are organised in the most efficient and effective way to: address barriers to learning; maximise on engagement with learning; provide for social interaction; maximise therapeutic benefit; and provide the most stimulating and enjoyable experiences.

### 2.3 National Programmes and Services

The SCCMI's programmes and services are designed to reflect the ability, age and developmental stage of children/young people with motor impairments, with key elements including:

- providing integrated learning, care and therapy
- addressing the child/young person's learning, movement, life skills and communication
- maximising the potential of the child/young person
- enabling each person to establish their highest possible level of independence through developing cognitive, movement and functional abilities
- involving parents as partners in programme delivery.

The programmes/services currently offered on a national basis include:

- Early Intervention Programme  
This programme addresses the needs of pre-school children across the range of disability severity and complexity, attending with parents, incorporating assessment, therapeutic intervention, cognitive development and parental instruction.
- Access to Education Programme  
Designed for school age children/young people who are more able and are affected by less complex disability. The programme facilitates access to education within the mainstream school through developing physical abilities and life skills.
- Re-skill Programme  
The re-skill programme is a fun, active therapy and motor learning programme for children aged 3-19, who have lost skills due to restricted access to school, therapy services and opportunities to be active.



### **3. Occupational Therapy Team Lead: Role, Responsibilities and Requirements**

#### **3.1 Post Role and Requirements**

The appointee will make a significant and sustained contribution towards the achievement of the organisation's ambition to be recognised as a Scottish centre of excellence in the provision of integrated therapy, care and learning for children/young people with motor impairments.

As Occupational Therapy Team Lead you will have devolved responsibility for leading on planning, delivery, and evaluation of occupational therapy services for the Centre's current and evolving service portfolio. There will be the opportunity to collaborate on the leadership of Centre wide, multidisciplinary, and holistic developments. Success will require a high degree of autonomy where creativity and partnership development are encouraged. To maximise the benefits from this freedom requires a strong understanding of relationship-based practice and partnership working along with the confidence and ambition to take lead.

The post has professional responsibility and accountability to the Head of Health for the planning, delivery, and evaluation of the occupational therapy elements of service across all relevant programmes offered within the Craighalbert Campus and in other locations throughout Scotland.

The post has significant leadership requirements, with the post holder exemplifying and leading on aspects of integrated and collaborative multi-professional team working, ensuring this is evident at all staffing levels and across all programmes.

Achieving organisational ambitions and delivering high quality occupational therapy will require the effective management of a small, and we anticipate, growing team of occupational therapists (currently 1.6 full-time equivalent including this post).

Therapy, including that which supports the improvement of daily life skills, and addressing sensory, processing and coordination issues requires to be integrated with the delivery of the education and learning elements of improving the wellbeing of children/young people individually and in groups. Delivering high quality therapeutic and learning provision requires the post holder to lead on identifying, developing, and modelling evidence informed practice that supports a high level of collaborative working between practitioners; with parents as partners; and with partners from other organisations.

The role of the occupational therapy service is to contribute to and support children, young people, parents, and practitioners who are involved with Centre activities. This should be done through the application of person-led, person-centred, and evidence-based/informed practice to assess, plan, deliver and evaluate interventions for children and young people who have neurological conditions. Where appropriate, discrete therapy interventions and complete therapeutic programmes will be integrated with the learning for children and young people individually and in collective groups. There is, therefore, a strong requirement for a high level of proactive collaborative working internally with other allied healthcare professional groups, teachers, and other staff, working effectively within an integrated multi-professional team, and embracing the concept of co-professional working. The post holder requires to build a comprehensive knowledge base in neuropaediatric therapeutic interventions.

Within the Centre's integrated multi-disciplinary teams, specific roles of an Occupational Therapist include:

- Taking a lead role in the development of and in ensuring the delivery of methods of assessing, planning, and promoting:
  - Functional independence and quality of life including social interaction skills, play, dressing, toileting, personal hygiene, feeding, etc.
  - Fine and gross motor skills development.
  - The effective application of appropriate equipment to optimise a child/young person's ability to undertake functional activities.
  - Visual and sensory processing.
  - Oral motor or sensory skills.
  - Pain and fatigue management.
  - Self-regulation.
- Contributing to the planning of nursery and school activities for individual children and groups of children to promote their learning, address barriers to learning and support their holistic wellbeing.
- Assess, plan, and support the delivery of activities to promote the holistic wellbeing of individual children involved with the nursery, school and Centre programmes while attending the Centre, at home and in their community.



## **3.2 Job Description**

### **3.2.1 Strategic Leadership**

Responsibility for:

- contributing to creating, articulating, and leading the organisation's vision for occupational therapy to achieve the objective of recognition as a centre of excellence in the provision of learning, therapy, and care for children with complex additional support needs linked to profound and multiple learning disabilities.
- leadership, responsibility, and accountability for delivering against identified strategic goals within and beyond the professional role.
- leading and motivating a team of occupational therapists to deliver the organisations therapeutic and excellence vision.
- supporting the continuous improvement of the occupational therapy service to meet the needs of children and young people.
- identifying and engaging in local regional and national leadership opportunities to support and influence the development of evidence, improvement in practice and improved standards of practice in relation to learning and enablement of children and young people with complex additional support needs.
- working collaboratively with colleagues across the Centre to support the development, implementation, monitoring and evaluation of the School Improvement Plan, in line with the SCCMI's Centre Development Plan.

### **3.2.2 Management and Staff Development**

Responsibility for:

- supporting, communicating, and delivering the Centre's corporate vision and decisions
- supporting the Head of Health in delivering their strategic and operational objectives
- the line management, professional supervision, education, mentoring and appraisal of occupational therapy and other staff as identified by the Head of Health
- the development of occupational therapy skills amongst the teaching staff, learning, therapy and care facilitators and other staff as identified by the Head of Health.
- the organisation and the distribution of occupational therapy staff and other staff as identified by the Head of Health
- participation in staff recruitment and selection.
- supporting the development of an appropriate induction programme for therapy, teaching and care staff and other staff in collaboration with Centre wide colleagues as identified by the Head of Health.
- assisting and where appropriate, leading on the application of investigatory and / or disciplinary and grievance processes and procedures for staff.
- promoting high expectations and standards through the provision of professional advice and reviewing professional needs in compliance with stated policies.
- support the development, implementation and updating of policies and procedures that will enable excellence in the organisation's operation.
- developing and enhancing professional skills to ensure the delivery of the Centre's services reflect contemporary research and current practice.

### **3.2.3 Quality and Governance Responsibilities**

Responsibility for:

- maintaining accurate and comprehensive records in line with professional standards.
- the provision of occupational therapy for children/young people in the school and where appropriate in the nursery and out with of the Centre.
- supporting a robust system that regularly reviews occupational therapy methods
- supporting the management of an appropriate tracking system to monitor children and young people's therapy and learning outcomes.
- supporting necessary, proportionate, relevant, adequate, accurate and timely feedback to parents, carers, local authorities, health boards and others as appropriate, on pupil experiences and achievements.
- identifying training, development and where appropriate, external mentoring supervision and learning opportunities to support development of professional practice to support Centre priorities.
- undertaking appropriate professional staff development to maintain membership and registration with professional and statutory organisations.
- ensuring and promoting the implementation of all aspects of the School Improvement Plan and the Centre Development Plan through collective ownership and accountability.

- expanding and enhancing professional skills to ensure delivery of the SCCMI's services comply with legislation and reflect current good-practice guidance.
- participate in, and ensure application of the SCCMI's appraisal, performance, and staff development systems

### 3.2.4 Management of the Occupational Therapy Programme

Responsibility for:

- providing innovative leadership around aspects of occupational therapy programme design
- using all relevant and established frameworks, tools, and standards
- encouraging and modelling the development of occupational therapy methods that promote enablement and capacity building by all.
- exemplifying and leading integrated collaborative multi-professional team working in all programmes.
- actively promoting SCCMI's co-professional working practice both internally and externally.
- Prepare efficient arrangements for the timetabling of employees so that the requirements of the curriculum may be appropriately met.

### 3.2.5 Management of Communications

Responsibility for:

- reporting on matters affecting the Centre and in particular alert the Head of Health to situations of a non-routine nature including safeguarding concerns.
- supporting the establishment and review of channels of communication among all employees and with all users of the Centre services.
- consulting and communicating with parents in relation to therapy, learning, enablement and capacity building and the progress of their children by arranging regular meetings between parents and occupational therapists (uni-professionally or multi-professionally) to assist such communication.
- maintaining all necessary records relating to the provision of therapy and respond timeously to requests for information to which there is a duty to respond.
- developing and managing strong relationships with internal and external partners.
- representing SCCMI in corporate events and at external forums.

### 3.2.6 Supporting a Positive Organisational Culture

Responsibility for:

- fostering among service users, parents, employees, and other users of the Centre and demonstrating awareness of the Centre as a community.
- encouraging the development of educational, social, and recreational activities which provide service users, parents, employees, and other users of the Centre with opportunities to meet informally.
- promoting and supporting a positive ethos consistent with the SCCMI's vision and core values, with a particular focus on the achievement of the best possible outcomes for each learner.

### 3.2.7 Core Duties of Occupational Therapy Team Members

Annex 1 contains additional information on the core duties of Occupational Therapy team members. These duties should be viewed to be implicit in the role of Occupational Therapy Team Lead.

### 3.2.8 Job Plan

A notional Job Plan for illustrative purposes only is provided in Annex 2.

### 3.3 Occupational Therapy Team Leder - Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	As required by HCPC to be registered as an Occupational Therapist	Relevant post graduate qualification
<b>Professional Registration</b>	Registered with HCPC at time of taking up post.	Membership of RCOT Membership of RCOT Specialist Sections: <ul style="list-style-type: none"> <li>• Children Young People &amp; Families</li> <li>• Neurological Practice</li> <li>• People with Learning Disabilities</li> </ul>
<b>Experience</b>	<p>Highly developed specialist knowledge of paediatric neurological conditions and related conditions, underpinned by theory and experience</p> <p>Recent and extensive experience of multi-disciplinary and inter-agency team working practices</p> <p>Practical, technical, and clinical knowledge and skills to autonomously manage a caseload of children with neurological conditions of differing complexity</p> <p>Day to day professional/ clinical supervision or day to day management of staff allocating work and supervising staff</p> <p>Use and application of assessment methods and measurement tools for children with profound and multiple learning disabilities</p> <p>Use and application of available postural equipment to support children with profound and multiple learning disabilities</p> <p>Experience of assessing, planning, and delivering services for children to promote:</p> <ul style="list-style-type: none"> <li>• Functional independence and quality of life including social interaction skills, play, dressing, toileting, personal hygiene, feeding, etc.</li> <li>• Fine and gross motor skills development.</li> <li>• The effective application of appropriate equipment to optimise a child/young person's ability to undertake functional activities.</li> <li>• Visual and sensory processing.</li> <li>• Oral motor or sensory skills.</li> <li>• Pain and fatigue management.</li> <li>• Self-regulation.</li> </ul> <p>Evidence of working with partners to improve health and/ or enhance learning, experiences, or wellbeing</p>	<p>4 years experience at NHS Band 6 level, equivalent or above, working in a paediatric occupational therapy service</p> <p>Leading on service development and/ or service improvement initiatives</p> <p>Involvement in education, development, or training of other practitioners</p> <p>Involvement in research</p> <p>Day to day professional/ clinical supervision and/ or day to day management of qualified occupational therapy staff, allocating work, providing specialist guidance, support, and appraisal.</p> <p>Developing and delivering teaching materials, formal presentations, teaching and coaching</p>

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Professional Development</b>	<p>Knowledge of current national guidance, policies and legislation that relate to provision of Paediatric Occupational Therapy, Occupational Therapy, Paediatric AHP services and AHP services in general.</p> <p>Practice related education, training, knowledge, or skills development specifically related to children with ASN in education settings and/or a setting that predominantly worked with children complex health care needs.</p> <p>Awareness of and commitment to quality standards</p> <p>Knowledge of professional ethics/standards/codes of conduct and their application</p>	<p>Evidence of leading in the development or improvement of creative activities to improve health and/ or enhance learning, experiences, or wellbeing</p> <p>Evidence of sharing knowledge and leading/ delivering professional development activities.</p> <p>Knowledge of current national guidance, policies and legislation that relate to children with additional support for learning needs.</p>
<b>Communication Skills</b>	<p>Evidence of using a range of communication techniques with children, parents and/or other professionals to improve the wellbeing of children</p>	<p>Experience in using Augmentative and Alternative Communication (AAC) strategies</p> <p>Evidence of using creative communication techniques with children, parents, and other professionals</p>
<b>Interpersonal Skills</b>	<p>Curious</p> <p>Loyalty</p> <p>Resilient</p> <p>Ability and willingness to work collaboratively with other staff as part of a team</p> <p>Ability to compromise</p> <p>Able to demonstrate leadership qualities</p>	
<b>Implementing Change</b>	<p>Willing enthusiasm to be involved in practice improvement</p> <p>Ability to engage in professional dialogue to develop best practice</p> <p>Evidence of problem solving</p>	<p>Evidence of working as part of a team to review practice, evaluate options for change, plan change or implement change.</p> <p>Evidence of leading change to improve practice</p> <p>Evidence of using negotiation and influencing skills to progress change</p> <p>Evidence of using research, audit, service evaluation and/ or quality improvement tools to advance practice</p>
<b>Ethos</b>	<p>Child-centred</p> <p>Focus on holistic wellbeing</p> <p>Outcome focused</p> <p>Collaborative</p> <p>Flexible</p> <p>Learning is fun and exciting</p>	
<b>Relationships with Children</b>	<p>Evidence of engaging and motivating individual and/ or groups of children and young people to learn, achieve or improve their wellbeing</p> <p>Strong commitment to improving the holistic wellbeing children within their community to improve their life outcomes</p>	

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Relationships with Parents and the Community</b>	Evidence of previous experience in establishing positive relationships with parents	Evidence of working with children, young people, parents, and community supports to achieve child led outcomes
<b>Whole Centre Involvement</b>	Commitment to improving outcomes for children and a willingness to participate in whole Centre improvement activities and groups	Evidence of participation in organisational improvement programmes
<b>Other</b>	<p>Commitment and willingness to develop children holistically by ensuring activities to improve health, communication and learning is fully child-centred and where possible, child-led</p> <p>Evidence and willingness to participate in extra-curricular activities</p>	

## **4. Pay and Leave and other Conditions of Service**

### **4.1 Pay**

The salary range for the post is £41,000 – £50,000 dependent on experience.

### **4.2 Pension**

The post holder can join or continue within the NHS Pension Scheme.

### **4.3 Annual Leave**

The leave year runs from April 1st to 31st March.

The annual leave entitlement is 55 days per year (pro rata for part time staff). These holidays are composed of:

- 10 days fixed holidays at summer – first two weeks of Craighalbert school holiday period;
- 10 days fixed holidays over the festive period – first two weeks of school holiday;
- 35 days to be taken at the individual's discretion; any impact of leave should be considered and mitigated as far as possible This leave must be approved in advance by the Head of Health.

*(Working during fixed holiday periods may occur if mutually agreed by the individual and the Head of Health. However, there is no entitlement for the individual to choose to work during these periods or any obligation on them to work during these periods if requested to by the Head of Health. Any work carried out will be in lieu of flexible leave or payment).*

On moving on from the organisation, any balance of final payment will be calculated on pro rata leave taken/leave due in the year and the balance made by way of a payment through final salary.

### **4.4 Working Hours & Working Pattern**

The contractual working hours for the post are 37 hours per week.

The bulk of Centre activities are currently provided Monday to Friday, 8.30 am to 4:30 pm, term time and it is expected that the vast majority of the post holder's working hours and working pattern would be directed to support these activities.

The Centre also provides services in the evening and at weekends. To support the delivery of these "out of hours" activities the Occupational Therapy Team Lead may work during these times hence contractual working hours can be delivered on site anytime between 7 am – 9 pm Monday – Friday and 8 am – 7 pm Saturdays and Sundays to meet the needs of the organisation. However, "out of hours" working will not be an onerous commitment for the post holder. It is anticipated that "out of hours" working will account for around 1.5 in 20 working days when the post holder commences, possibly rising to 3 in 20 working days within 3 years of being in post.

### **4.5 Flexible Working**

This is a newly established, developmental, and business critical post hence it is unlikely that it will be possible to accommodate part-time working within the first 3 years of service delivery. Some flexible working will be possible including some home working. Please note that maternity leave, leave of absence, career break, unpaid leave, and sickness absence over and above 3% per year will not count towards service delivery for this purpose.

### **4.6 Continuing Professional Development**

The Occupational Therapy Team Lead is expected to take full responsibility for their own continuing professional development. Ongoing CPD should be reflective of developing and maintaining the knowledge, skills and understanding that will support development and maintenance of the characteristic's leadership of a recognised national centre of excellence. Professional standards, policies and guidance in relational to occupational therapy will be the framework for professional review and development and professional update. The Head of Health will review the Occupational Therapy Team Lead in line with the Centre's Professional Update Policy.

## **5. Selection Arrangements**

Arrangements for the recruitment process are detailed below.

### **5.1 Initial Applications**

Applicants should submit a detailed CV by email, highlighting your education, career, experience and accomplishments, to [Kirsty@craighalbert.org.uk](mailto:Kirsty@craighalbert.org.uk), together with a supporting statement of no more than 600 words outlining how their knowledge, experience and attributes enable them to fulfil the responsibilities of this post. Details of 2 referees are required, one of whom requires to be the current or most recent employer. Referees will not be contacted until a formal offer of employment is made.

### **5.2 Interview selection**

Interview selection process will be in two parts, first an initial screening of all applications, by reviewing each candidates CV and supporting personal statement. This should develop a "long leet" of candidates.

Long leet candidates will be required to complete an online questionnaire and invited to attend the Centre to meet prospective colleagues and some of the children and young people with whom they would be working with. This will also provide the opportunity to see the working environment and have a one-to-one informal meeting with the Head of Health to gather additional information to inform short leet selection. Our HR Advisor will reach out to long leet candidates directly to arrange a mutually agreed date and time to visit the Centre and provide them with access to the online questionnaire.

### **5.3 Interview**

The Interview will be held on the week commencing 8<sup>th</sup> August 2022 and will be in two parts:

- 30-minute meet and greet session with parents and staff
- Approximately 1hr panel interview that will include a 7-minute presentation on a topic to be decided.

## **6. Start Date**

By negotiation.

## Core Duties of Occupational Therapy Team Members

### A General Practice Responsibilities

- 1) Responsibility and accountability for the provision of high-quality occupational therapy input to SCCMI early learning, schooling and programmes for children and young people, evaluating and modifying interventions appropriately to meet complex individual needs.
- 2) Work as an autonomous practitioner taking full responsibility for a diverse and complex caseload
- 3) Accountable for standards of care and deliver these within the context of clinical governance to ensure the highest standards of clinical intervention.
- 4) Comply with the HCPC Occupational Therapy Standards of Proficiency and the Royal College of Occupational Therapists Professional standards for occupational therapy practice, conduct and ethics and all other documents which support and maintain standards of professional practice.
- 5) Collaborate with parents and professional colleagues (internally and externally) to identify overarching outcomes to meet the holistic needs of the child. Thereafter, working collectively and collaboratively with the child or young person, parents, and colleagues, outline the steps required to enable progress based on the GIRFEC approach.
- 6) Contribute to and lead on the development of creative and ambitious activities that will address therapeutic, learning, and holistic needs of children and young people in the most efficient, effective, high quality and value added way possible.
- 7) Plan effective programmes of work collaboratively taking a person-led, person-centred outcomes focused approach to support improved holistic wellbeing.
- 8) Participate in the development of the Centre and supporting activities to achieve a recognised status as a national centre of excellence in the provision of integrated therapy, care and learning for children and young people with motor impairments.
- 9) Develop, expand, and enhance professional skills to ensure the delivery of the Centre's services reflect contemporary research and current practice.
- 10) Seek out training, development and where appropriate external mentoring supervision and learning opportunities to support development of professional practice to support Centre priorities.
- 11) Undertake appropriate professional staff development to maintain membership and registration with professional and statutory organisations.
- 12) Participate in the SCCMI appraisal, performance, and staff development systems.

### B Responsibility to children and young people

- 13) Support children to achieve the best holistic wellbeing possible.
- 14) Contribute to and lead on, where appropriate, holistic Child's Plans' needs assessment, planning, delivery, and review.
- 15) Be cognisant of each child's holistic needs, home life context, community environment and the resources available to meet the child's needs, will and aspirations.
- 16) Where possible take a child and family led approach to addressing wellbeing needs.
- 17) Support a child-centred multi-disciplinary approach to addressing adversity and vulnerabilities by promoting resilience and protective factors for each child.
- 18) Undertake initial and ongoing assessments of children/young people, using standardised and non-standardised assessments and outcome measures tools related to determine appropriate therapy intervention.
- 19) Assess capacity, gain informed consent, and can work within a legal framework with children who lack capacity to consent.
- 20) Monitor, measure and evaluate the child's progress and the effectiveness of intervention using clinical reasoning skills and modify the programme accordingly.
- 21) Manage own caseload, using evidence based/ informed practice, person-led and person-centred principles to assess, plan, implement and evaluate interventions both within SCCMI environment and in the child's community.
- 22) Facilitate referral of children to external agencies for appropriate assessment/investigations as required.
- 23) Develop and nurture relationships with external agencies to ensure a consistency of advice, approaches to therapy and provision of equipment for children/young people which reflects best contemporary practice.
- 24) Work as a practitioner to establish high level practice quality on both an individual and integrated multi-disciplinary team level, using evidence-based practice.
- 25) Work collaboratively with other therapy and education staff and families to jointly create, deliver and review Child's Plans ensuring effective multi-professional working.
- 26) Communicate effectively with children, young people, and their family/carers to ensure an appropriate understanding of their condition and status. Negotiate with a variety of internal and external agencies to meet individual children's needs where there are competing demands.



- 27) Ensure a smooth transition during the child/young person's development and progression. This includes transition to adult services when appropriate.
- 28) Encourage and enable children and young people to develop their full potential by having high ambitions for them.
- 29) Support and assist children and young people in personal care whilst engaging in Centre activities, always maintaining their dignity.
- 30) Provide appropriate and relevant reports for a range of audiences, including parents, professional colleagues, funders, and other stakeholders as appropriate.
- 31) Liaise with external agencies and attend individual children's review meetings as required.
- 32) Promote inclusion, development, experiences, and achievement of outcomes by developing and maintaining community partnerships with local businesses and social enterprises tailored for the needs of individual and groups of children and young people.
- 33) Maintain accurate and comprehensive records in line with professional standards and Centre requirements.

#### C Responsibility to parents and families

- 34) Build relationships based on mutual respect.
- 35) Welcome parents and families as partners in designing and delivering therapeutic support.
- 36) Through consultation and involvement, encourage and value parents and families' contributions to enhance School and wider Centre services and environment.
- 37) Develop a secure profile and firm understanding of their child's needs and barriers to learning.
- 38) Prepare reports to accurately reflect their child's progress and development needs in a comprehensive and clear manner to share with them and other stakeholders.
- 39) Provide advice, guidance, education, and specialist training on their child's development and how best to promote this at home and in the community with reference to:
  - Functional independence and quality of life including social interaction skills, play, dressing, toileting, personal hygiene, feeding, etc.
  - Fine and gross motor skills development.
  - The effective application of appropriate equipment to optimise a child/young person's ability to undertake functional activities.
  - Visual and sensory processing.
  - Oral motor or sensory skills.
  - Pain and fatigue management.
  - Self-regulation.

#### D Responsibility to other staff

- 40) Plan collegiately to effectively meet the wellbeing needs of children. Children and young people will be grouped in a variety of ways in school and in programmes hence flexibility and adaptability will be necessary to plan for and meet the needs of these groupings and individual children.
- 41) Work flexibly as part of a multidisciplinary team to plan and deliver services prioritising the holistic wellbeing needs of individual children and young people.
- 42) Work collaboratively and cooperatively supporting compromise between disciplines, so that resources can be focused on whichever aspect of the child or young person's needs have highest holistic priority.
- 43) Contribute to the professional development, support, supervision, mentoring, education, training, and where appropriate lead on planning for and development of placements and/or the work of:
  - other Centre staff
  - external professionals
  - students
  - visiting staff
  - research staff
  - volunteers
- 44) Fully support and welcome new staff during and following induction period.

#### E Responsibility to organisation

- 45) Participate fully in personal and professional development activities, both in-house and those delivered by external agencies/trainers, including out with the Centre when appropriate.
- 46) Implement, participate in and support the development of systems, processes and practice related to monitoring and evaluation including specialist, standardised assessments tools with validated appropriate outcome measures, to assess:
  - Functional independence and quality of life including social interaction skills, play, dressing, toileting, personal hygiene, feeding, etc.
  - Fine and gross motor skills development.

- The effective application of appropriate equipment to optimise a child/young person's ability to undertake functional activities.
  - Visual and sensory processing.
  - Oral motor or sensory skills.
  - Pain and fatigue management.
  - Self-regulation.
- 47) With other staff, undertake the ongoing evaluation of programmes; designing appropriate tools to enable measurement of quality, with involving stakeholders in the process.
- 48) Expand and enhance professional skills to ensure delivery of SCCMI's services comply with legislation and reflect current good-practice guidance
- 49) Participate in SCCMI's appraisal, performance, and staff development systems
- 50) Meet the requirements of HCPC registration renewal
- 51) Be familiar with and promote SCCMI's policies and procedures.
- 52) Contribute, as appropriate, to development, implementation and updating of SCCMI's policies and procedures.
- 53) Working collaboratively with colleagues, contribute to the Centre Development Plan, including:
- Undertake ongoing assessment and evaluation of education, learning and child development programme delivery.
  - Undertake development work relating to identified priorities.
- 54) Adhere to organisational procedures, standards, protocols, and policies relevant to area of work.
- 55) Contribute fully to an ethos that values children, parents, staff, and community.
- 56) Carry out any other duties as reasonably required, determined by the Centre Leadership Team and/ or Chief Executive

## Notional Job Plan

This plan is illustrative only. The actual job plan will be agreed between the Head of Health and the individual.

This plan is based on:

11weeks/ 55 days paid holiday per year, hence equivalent of 41 x 37 hour working weeks per year potentially available for service, sickness/ absence is assumed to be 3% of available working time.

Paid hours 37 x 52 = 1,924 hours

Holiday 37 x 11 = 407 hours

Sickness/ absence assumed at 3% of paid hours = 58 hours

Available hours = 1924 - 407 - 58 = 1459 hours

	1	2	3	4	5	6	7
<b>ACTIVITY</b>	Direct Therapy <ul style="list-style-type: none"> <li>School Children</li> <li>Programmes</li> <li>Assessment</li> </ul>	Administration & meetings associated with direct therapy	Service Development/ Service Improvement Exploration, Planning & Testing	Managerial Administration	Professional CPD & External Professional Engagement Partnership relationship management	Collaborative Planning & Shared Learning	Centre training & updates
<b>COMMENT</b>		Includes, record keeping, report writing, communications and meetings	Estimated at 3 hours per working week i.e. 41 weeks per year	Staff management & participation in management meetings Estimated to average 3 hours per working week i.e. 41 weeks	Estimated to average 3 hours per working week including all meetings, seminars, conferences i.e. 41 weeks per year	Estimated at 3 hours per working week i.e. 41 weeks per year	Based on equivalent of 10 days throughout the year with commitments scheduled most often on Friday afternoons, in-service days and late afternoons
<b>Estimated commitment of available hours</b>	511hrs	341hrs	123hrs	123 hrs	164hrs	123hrs	74hrs
<b>% of available hours</b>	35%	23.5%	8.5%	8.5%	11%	8.5%	5%