



Grove House School

Candidate Information Pack Occupational Therapist

Supporting Excellence

admin@grovehouse.essex.sch.uk | grovehouseschool.co.uk

Headteacher's Letter

Grove House School

Sawyers Hall Lane, Brentwood, Essex, CM15 9DA

Headteacher: Miss L Christodoulides, BA Hons

Telephone: 01277 361498

Email: admin@grovehouse.essex.sch.uk



Dear Applicant

Thank you for your interest in Grove House School. I would like to take this opportunity to tell you a little more about us. We are growing special school that opened in September 2015. We currently have just over 90 pupils on roll across years 4-11, at capacity we will be 105 pupils. Our school will ultimately cover the 8-19 age range. All of our pupils have statements of SEN or an EHCP and most have come to us from mainstream settings and alternative provision. Our pupils' priority needs will be around speech, language and communication although many will have associated difficulties such as attention management issues, moderate learning difficulties and social and emotional needs.

Currently we have 7 form groups - two KS2, three KS3 and two KS4. Classes are ideally in groups of 12 pupils. Currently each class is supported with at least 2 Learning Support Assistants who stay with the class group across all lessons. Our teaching and therapy staff work together in the classroom throughout the school day and have allocated joint planning time.

We are a very friendly, supportive and welcoming staff. Our staff team is growing rapidly as our pupil numbers increase. Our curriculum, whilst based on the national curriculum, is continually reviewed and ever changing as we look to meet the wide variety of individual pupil needs within each class group. Whilst this may have its challenges it also is extremely rewarding in that our staff have the flexibility to be creative and innovative in the development and delivery of the curriculum.

Our school site has undergone huge change. We started in September 2015 in a refurbished small block with 4 classrooms for our opening year. We have now taken over our main large building that has specialist therapy rooms, specialist art, music and ICT rooms, a large hall with stage and a gymnasium, in addition to a number of non-specialist classrooms. Additionally we have a new build on the site which we are currently using as our growing primary base.

The chance to be a part of our continued growth is a rare opportunity. I do urge you to come and visit, look around our site and meet the pupils and our staff team.

We have a highly skilled and dedicated board of governors, some of whom were the proposers of the free school. They have supported us way beyond expectations and continue to be a valuable asset to the school.

I very much hope the post is of interest to you – please do contact us for further discussion and to arrange a visit.

Kind regards

Lisa Christodoulides

Our School Site

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In Spring 2018 we refurbished our Technology block to provide dedicated facilities for Science, Design and Technology and Food Technology.



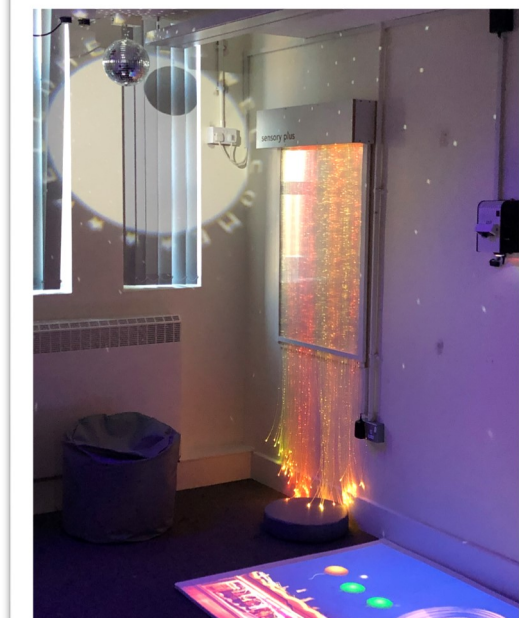
Our Therapy Provision

'The school provides pupils with high quality therapeutic provision. This is making a positive contribution to pupils' self-esteem' *Ofsted 2018*



Staff form a cohesive and enthusiastic team which ensures that pupils make good progress. They are passionate about re-engaging pupils in their learning and helping them to fulfil their potential, both academically and socially. *Ofsted 2018*

Occupational therapists provide classroom support in practical subjects where necessary. Movement breaks are implemented to meet the needs of those pupils with fine motor, gross motor and sensory processing difficulties. *Ofsted 2018*



Speech and language therapists work alongside teaching staff in the classroom to support pupils' needs. This builds pupils' confidence that they are able to access more challenging work. Pupils have music therapy that supports the development of communication, interaction, self-expression, and listening and responding skills. An OT is available to support pupils with motor or sensory processing difficulties. *Ofsted 2018*

The school's work to promote pupils' personal development and welfare is outstanding. *Ofsted 2018*

SEAX Trust

Grove House is part of the SEAX Trust

Work with us ...

The **SEAX Trust** is a small but growing partnership of Special Academies within the community of Essex, whose Vision is to:

Provide outstanding educational experiences for children and young people with special educational needs and put the well-being and achievement of pupils at the heart of all decision making

We consider the main asset towards achieving our Vision is our body of **highly-valued staff** and, in recognition, we implement a wide range of **strategic and person-centred reward practices** in all of our Trust Academies.

Be rewarded by us ...

We offer a clear and competitive **pay policy** and **progression route**

Holiday pay and **salary** which is paid *evenly* across the year for our support staff, Teachers and Local Government **Pension Scheme** facilities

Progress with us ...

A focus to provide high quality **professional development** opportunities for all staff

An extensive range of **in-house training** opportunities

Experienced and **dedicated practitioners** who are keen to help you learn

A range of exciting internal **career opportunities**

Be inspired by us ...

Challenging roles and **recognition** of achievement

A **motivational** strategy towards both education and business

Staff **involvement** in wider decision-making

Be reassured by us ...

A strategic aim to ensure a **fair work/life balance**

A **highly supportive** organisational culture

A firm commitment to the strengths of **equality and diversity**

A sense of **cohesion and belonging**

A policy to raise **matters of concern**



The **SEAX Trust** is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to satisfactory medical checks, enhanced DBS clearance and references.

Key Information

Please read this information carefully and retain this sheet for reference during the application process.

Application process

Applicants must complete the SEAX Trust Application Form which can be downloaded from www.grovehouseschool.co.uk or www.essexschoolsjobs.co.uk and submit it to the school (k.peters@grovehouse.essex.sch.uk) no later than **12 noon** on the closing date of Tuesday 9th July. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.



Selection process

Applications will be ranked against the person specification for the role.

All shortlisted applicants will be subject to a face to face interview with the selection panel.

There may also be a skills test or practical assessment.

Further details regarding selection panel members and any planned assessments will be made available to shortlisted candidates in due course.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified as soon as reasonably practical upon completion of the shortlisting process.

Referees

Referees will be contacted **prior to the interview date** to request references on all shortlisted candidates.

The school may review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school.

Interview date

Interviews will be held at **Grove House School on Monday 15th July**. Please note the school does not reimburse candidates for interview expenses.

Further information and school visits

Applicants who require further information or would like to visit the school or college should contact Kate Peters, 01277 361498 or k.peters@grovehouse.essex.sch.uk

Key Information

Occupational Therapist at Grove House School

Hours per week:	23.25 hours per week (possible room for negotiation)
Initial Working pattern:	Hours split across 3-5 days per week
Working weeks per year:	39 Weeks per year



Part time posts

Pro- rated holiday entitlement for this post is: 5.3

The successful candidate will work during each week of term time including non-pupil days.

Holiday will be deemed to be taken during school closure periods. There is no entitlement to take holiday during term time.

Pay

This post is paid on **NHS Band 6 (which corresponds to LGP Band 4)**.

The full time Salary range for this position is £27,905 - £31,980, so the actual pro-rata pay would be £14,898 - £17,074, dependent on experience.

These figures include the holiday pay entitlement for someone with less than 5 years' continuous service, as specified by the Essex County Council Modification Order.

Employees are paid monthly in twelve equal months per year.

We can offer:

- A position within a committed and enthusiastic therapy team (Speech Therapists/Music Therapist)
- High quality professional development opportunities; including regular external clinical supervision.
- Module 1 Sensory Integration Therapy Training.
- A well resourced learning environment and impressive facilities including Occupational Therapy room with specialist equipment.
- A school culture that is forward thinking and passionate about therapy.

Probation

All support staff new to employment with the SEAX Trust will be required to satisfactorily complete a six month probationary period.

Staff Well-being Cover

Grove House offer extensive Staff Wellbeing and Medical Insurance Cover which includes physiotherapy, weight management and nurse support services.

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Job Description



Reports to: Head of Therapy, Head teacher

Liaison with: Head teacher, Deputy Headteacher, Assistant Headteacher, Senior, Head of Therapy, Leadership team, Therapy team, Teaching staff, support staff, pupils

Main Duties and Responsibilities:

- Responsible for the high quality, pupil-centred and evidence-based provision of a range of comprehensive specialist Occupational Therapy intervention packages to pupils with SLCN.
- Responsible for providing OT assessment, treatment, management and advice using specialist clinical skills and knowledge for pupils with a wide range of developmental difficulties and/or disabilities.
- Responsible for promoting collaborative working practices with all staff in order to ensure Occupational Therapy is integrated into curriculum planning and delivery, the extended curriculum as well as the pupils' home life.
- To develop and deliver training to staff, parents and other stakeholders.
- To attend and contribute to annual reviews.
- To write high quality reports for reviews, referrals and assessments.
- To contribute to the school's enrichment programme as appropriate.
- To support the Senior Management Team in admissions and transition work.
- To create systems and processes required for the effective monitoring and assessment of pupil progress against agreed targets alongside therapy team.
- To ensure that professional standards are maintained as per HCPC standards.
- To work with colleagues to create a shared culture and positive environment ensuring all pupils fulfill their potential and are safe and happy at school.
- To ensure creativity, innovation and use of appropriate new technologies and strategies to achieve excellence.
- To create and maintain good working relationships with professional colleagues within the school and from external agencies to ensure effective collaboration takes place.
- To review regularly own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others.
- To promote the protection and safeguarding of all pupils and to raise any concerns in accordance with school policies/procedures.
- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- Be competent and able in safe manual handling of children and young people in the context of Occupational Therapy.

Clinical Duties and Responsibilities:

- To carry out comprehensive and specialist Occupational Therapy assessments of pupils with a range of complex special needs.
- To provide a specialist Occupational Therapy pre admissions assessment where appropriate.
- Using clinical reasoning skills, to analyse and interpret complex assessment findings, from both standardised and non-standardised assessments in order to ascertain progress potential and formulate uni-disciplinary and multi-disciplinary therapy goals.
- To develop and deliver individual, group and whole class evidence-based intervention programmes for pupils with a range of clinical, social and learning needs.
- To formulate treatment plans, set SMART goals and use effective outcome measures.
- To recommend and organise for the purchase of specialist equipment in line with GHS procedures. To set up and adjust specialist equipment for pupils and train parents, carers, teaching staff and other agencies in its safe use.
- To integrate specialist OT skills as fully as possible into the classroom and across the timetable of school activities. Liaise with teachers, Speech and Language Therapists and associate staff on the planning and delivery of therapy activities. To contribute to the Life Skills programme where appropriate.
- To provide specialist advice within the clinical field on the management of pupils with SLCN to a range of audiences including internal staff and external agencies.
- To provide training to parents/carers in order to ensure therapeutic aims are being generalised to the home environment.
- To develop specialist skills in a specific clinical area relevant to the caseload at Grove House School.
- To be responsible for ensuring that in situations whereby the duty of care of pupils at Grove House School comes to an end that the appropriate referrals are made onwards.
- To be available for home visits or to escort pupils to external activities as appropriate.
- To delegate work to and provide guidance for Occupational Therapy Assistants, Learning Support Assistants, administrators, students and volunteers if appropriate.

Professional/Organisational:

- To maintain clinical records in accordance with HCPC and Grove House standards.
- To carry out all necessary clinical administration efficiently and in a timely manner in line with school wide policy and procedures.
- To gather and update activity data accurately and regularly, ensuring the provision of such information promptly as requested by the SMT.
- To attend professional meetings as requested by the SMT for the benefit of the school's provision.
- To contribute to the development of curriculum and subject plans, implementing projects and adhering to school objectives.
- To participate in pilots and evaluations as appropriate.
- To work with the SMT to ensure that families and pupils are involved in decision making and care planning wherever possible.
- To monitor stock levels with regard to own caseload and request new equipment as appropriate.
- To provide a moving and handling risk assessment relating to pupils' OT programmes in accordance with professional guidelines and Government legislation. To make recommendations on the safe handling of pupils with complex special needs and provide training for pupils, staff, parents & carers.
- To ensure that all equipment defects, accidents and complaints are reported to the line manager

immediately and appropriate action is taken by those concerned in line with school policies and protocols.

- To assist the SMT's professional analysis of factors underlying formal complaints by providing a written account of events.
- To be aware of and adhere to national, local and school professional protocol/policies and code of conduct.
- To be accountable for own professional action, accessing appraisal and regular supervision as well as participate in the school performance management process. Any concerns regarding these processes must be raised to line manager.
- To identify and be responsible for personal/professional development evidenced by Personal Development Plan/Professional Portfolio developed within an appraisal framework.
- To attend mandatory training on an annual basis (e.g. fire, first aid) and specialist short courses in the specialist clinical areas relevant to the needs of the GHS cohort in order to keep up to date with new techniques and developments and ensure maintenance of good practice.
- To deliver all OT services in line with standards set by the regulatory body (Health Professions Council), the Professional body (British Association of Occupational Therapists), the Government and GHS policies in order to meet the requirements of professional registration.

Communication:

- To develop excellent verbal and written communication skills through supervision and reflective practice.
- To participate in multi-disciplinary/school wide team building and policy development.
- To establish and maintain effective working relations with all school staff in order to support collaborative working practices.
- To communicate information on pupil progress to parents/carers and a range of professionals in a concise and professional manner.
- To share information with all members of the multidisciplinary team, referrers and external agencies as appropriate observing data protection and confidentiality guidelines.

Person Specification



It is recognised that a Specialist Occupational Therapist may initially commence their employment in this post without fully developed specialist skills and knowledge in the field of paediatrics. They are, however, expected to achieve the standards outlined in the job description in order to meet the full duties and responsibilities of the post.

Qualifications and Experience

- Recognised Occupational Therapy Degree Qualification or equivalent (e.g. Dip COT; PG Dip COT; BSc OT – the qualification must be recognised by the World Federation of Occupational Therapists)
- Registration with the Health & Care Professions Council (HCPC).
- Registration or a willingness to register as a member of the British Association of Occupational Therapists (BAOT) and follow relevant BAOT special interest groups.
- Successful completion of post-registration courses relating to SEN would be highly valued.
- Minimum of 18 months-2 years post-graduation experience.
- Experience in contributing to policy, planning and service development would be valued.
- Experience of working in a multidisciplinary team would be highly valued.
- Specialist knowledge and experience of assessment tools and appropriate therapeutic interventions relevant to the needs of the pupil group of Grove House School (e.g. Sensory Integration Therapy, Auditory Processing, Dyspraxia, ADHD, Autistic Spectrum Disorders, SpLD etc.). This should include an ability to compare and contrast relative benefits using current clinical evidence.
- Experience of managing own caseload of children/young people with a range of special educational needs.
- In-depth knowledge of audit/research methodologies relevant to the field (HCPC requirements).
- General knowledge of child development, common childhood conditions and their likely impact on a child's functional abilities, independence and safety.
- Basic knowledge of neurodevelopmental treatment approaches.
- Ability to use safely a range of specialised Sensory Integration Equipment and to be responsible for its upkeep (following training).
- Working knowledge of local and national procedures and legal frameworks relevant to the field of specialism and the ability to apply this knowledge to clinical practice.

Personal qualities and skills

- Willingness to undertake post qualification training in areas relevant to the role.
- Ability to recognise own professional boundaries through interpretation of clinical/ professional policies (HCPC, Grove House School and Government).
- Excellent analytical and reflection skills. Able to reflect on practice with peers and mentors, identify own aptitudes and demonstrate good practice to others.
- A commitment and enthusiasm to building a collaborative and creative learning environment.

- An effective, engaging and confident communicator with the ability to demonstrate empathy with pupils, carers and colleagues to ensure that effective communication is achieved, particularly where barriers to understanding exist.
- Physical abilities to carry out assessment and treatment with pupils with complex needs including good hand-eye co-ordination, balance and fine motor skills.
- Fit to be able to carry out physical nature of duties including ability to move and lift specialised Sensory Integration equipment safely.
- Good presentation skills, including the use of ICT for presentation, communication and also to support data collection and analysis.
- Sensitive and supportive of pupils' needs.
- Ability to manage and prioritise own workload with support.
- A willingness to push boundaries with a determination to see through new initiatives and drive improvement.
- Ability to adapt practice to meet the needs of pupils, including due regard for cultural and linguistic differences.
- Capable of maintaining good relationships with all those associated with the school.
- The ability to work collaboratively with colleagues as part of a multi-disciplinary team.

The SEAX Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Head teacher to carry out appropriate duties within the context of the job, skills and grade.