

**JOB DESCRIPTION**

<b>Job Title:</b>	Higher Level Therapy Support Assistant  Full time / term time	<b>Service Area:</b>	Education
<b>Responsible To:</b>	Lead Therapist	<b>Salary:</b>	NJC 12-17

**JOB PURPOSE**

- To work collaboratively as part of an integrated therapy team with a positive, reliable, flexible, trustworthy, and respectful approach.
- To support the delivery of therapy interventions to a range of pupils within a group or on an individual basis, under the direction from the therapy team.

**MAIN DUTIES**

- To assist the therapy teams in their work with pupils using a range of delegated therapy interventions and techniques, including participating in assessments.
- To support within transdisciplinary therapy sessions including (but not exclusive to); hydrotherapy, rebound therapy and MOVE to Learn sessions.
- To promote and support the recent implementation of the MOVE programme within the MOVE & Learn department to ensure it is embedded effectively throughout.
- To carry out delegated therapy programmes and be responsible for monitoring progress and reporting back to the therapy team.
- To work with pupils individually or in a group without the direct supervision or presence of a therapist.
- To ensure that any changes in therapy intervention are under the direction of the qualified therapy team.
- To communicate changes in the presentation of pupils and/or therapy approaches which are not having the intended effect to the qualified physiotherapist / occupational therapy responsible for that pupil.
- To follow, maintaining, and adhering to safe systems of work including M&H plans; liaising with therapists and other colleagues if any adjustments are required to these plans
- To play an active role in engaging colleagues, pupils and their families in order to maximise pupil progress using therapeutic interventions. This requires empathy, sensitivity, good interpersonal skills, and behavioural management skills when required.
- To work collaboratively with the therapy team, other colleagues and families regarding the pupil's care, management and safeguarding as appropriate.
- To maintain comprehensive contemporaneous clinical records in line with professional and service standards under the direction of the therapy team. Records to be countersigned by the therapy team.

- To support in the archiving of confidential therapy notes where appropriate.
- To contribute and participate in training and service development activities including planning and delivery of in-service training to colleagues and families.
- To provide observational sessions for therapy and other students and volunteers when on placement within the school.
- To monitor the use and condition of all equipment used as part of therapy programmes and report any defects to the therapy team.
- To keep equipment operating by following operating instructions, troubleshooting breakdowns, performing preventative maintenance and calling for servicing and repairs.
- To maintain supplies by inventorying stock, placing orders and verifying receipts.
- To be involved in the supervision of pupils at break and lunch times and/or to lead lunch clubs to support opportunities for pupils to develop their functional independence skills.
- To carry out any other duties reasonably requested by the therapists and/or SLT.
- To complete administrative tasks under direction from the therapy team.
- To manage own workload as delegated and directed by the therapy team, carrying out assigned tasks and taking responsibility for monitoring progress and reporting back to the therapy team.
- To attend meetings as appropriate as directed by the therapy team which may include multi-disciplinary team meetings.
- To actively participate in continued professional development activities, identify personal development plans and identify training needs. This may include reading professional publications.

## **ORGANISATIONAL STANDARDS**

### **Professional duties**

The Percy Hedley Foundation operates in a demanding and often changing environment. Members of staff must be flexible, adaptable, willing to face up to changing circumstances and new opportunities. The following list of duties and responsibilities must therefore be taken as a guide and is not to be comprehensive:

- Participate in the review of the Foundations Policies, Procedures and Processes
- Participate in arrangements for the performance development review process
- Participate in arrangements for further training and professional development
- Keep up to date with changes or developments within your professional area
- Fully participate in the induction and training programme provided by the Percy Hedley Foundation
- Contribute to the professional development of other staff, including the induction of new staff.

### **Discipline, Health and Safety**

- Adhere to and promote Percy Hedley Foundation Health, Safety and Welfare policy at all times
- Purchase equipment from a recognised source
- Report all incidents and accidents to Health and Safety Officer
- Maintain a high standard of record keeping in line with Percy Hedley Foundation policies and procedures.

### **Equality and Diversity:**

- Promote equality of access to education, training and employment opportunities for disabled people, and advocate a positive attitude
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower disabled people
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age
- Recognise the importance of inclusion by using appropriate means of communication at all times
- Be flexible, trying to meet the changing needs of both disabled people and environment.

**Safeguarding:**

- Percy Hedley Foundation have adopted recruitment and selection procedures, and other Human Resource Management processes, that help deter, reject or identify people who might abuse vulnerable children/adults, or are otherwise unsuited to work with them.
- The Trustees/Governing Body are committed to promoting the welfare of children and young people/adults and staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard those in our care.

**Confidentiality:**

- Respect confidentiality. All personal information about people using the foundations services to which you have access should be treated as confidential. Information about the people's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the Percy Hedley Foundation policy.

## SUMMARY OF KNOWLEDGE, SKILLS & EXPERIENCE

	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Willingness to undertake in-service training appropriate to the role.</li> <li>• Good literacy &amp; numeracy skills.</li> <li>• Excellent literacy &amp; numeracy skills.</li> <li>• Ability to use a computer including word processing skills and a variety of software programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ II/III</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Qualifications checked with job offer.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Wide experience of supporting children with complex physical needs and or autism within a school setting.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 3 years' experience of working with children with complex physical needs and or autism within a school setting.</li> <li>• Confident in delivering postural management plans as guided by therapists</li> <li>• Experience of delivering and adjusting group sessions to cater for the needs of children with complex physical needs and or autism</li> </ul>	<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Interview.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Flexible</li> <li>• Team Worker</li> <li>• Positive attitude and enthusiasm.</li> <li>• Willingness to learn and be guided by other staff</li> <li>• Committed to providing high standards of service</li> </ul>		<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Informal visit.</li> <li>• Interview.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to empathise with the needs of disabled people</li> <li>• Excellent communication skills both verbal and written.</li> </ul>	<ul style="list-style-type: none"> <li>• Good interpersonal skills with proven ability to establish and maintain effective and supportive relationships with peers, colleagues, pupils and their families, the</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Informal visit.</li> <li>• Interview.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to plan, organise and manage own workload</li> </ul>	wider multi-disciplinary team and external agencies.	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• An awareness of health &amp; safety/ safe working practices</li> <li>• Willing to implement the safeguarding and equality and diversity agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Person centred approaches.</li> <li>• Sensory approaches.</li> <li>• An understanding of a range of conditions and how the physiotherapy and occupational therapy can help and support the needs of our pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Informal visit.</li> <li>• Interview.</li> </ul>

