

FOX WOOD SCHOOL: JOB DESCRIPTION

POST TITLE: Learning Readiness Co-ordinator (Specialist Occupational Therapist)

REPORTS TO: Headteacher and Senior Leadership Team (Line Managed by Assistant Headteacher)

1. MAIN PURPOSE

The post holder will work as part of a multi-disciplinary team, providing specialist Occupational Therapy (OT) input to the KS4 and KS5 pupils and students at Fox Wood School and Woolston Sixth Form College. This includes the assessment of sensory needs, devising and implementing Sensory Diets, and leading therapeutic sessions to ensure pupils become 'ready to learn'.

In line with Section 19 of the Children and Families Act 2014, the post holder will facilitate a person-centred approach that ensures the views, wishes, and feelings of students and their parents are at the heart of all therapeutic planning. The post holder will provide specialist advice and strategies to overcome functional barriers to learning, ensuring students achieve the best possible quality of life and are prepared for a successful transition into adulthood.

2. MAIN DUTIES AND RESPONSIBILITIES

- **Promotion of Role:** To promote awareness of the Occupational Therapist role to colleagues, students, parents, and external services.
- **Assessment:** To carry out highly specialist OT assessments for students with diverse presentations to identify sensory requirements and develop individualised intervention programmes.
- **Statutory Advice:** To contribute formal advice and information for EHC needs assessments, ensuring that identified health provision is detailed, specific, and quantified for Section G of the Education, Health and Care (EHC) plan.
- **Outcome Focus:** To support the development of SMART outcomes (Specific, Measurable, Achievable, Realistic, Time-bound) within EHC plans to effectively track and review student progress.
- **Clinical Advice:** To provide highly specialist expertise through written and verbal advice, modelling, and consultation with staff members to support the 'Ready to Learn' ethos.
- **Direct Intervention:** To work directly with students across a range of groupings and environments to provide specialist OT techniques relating to identified sensory needs.
- **Multi-Agency Liaison:** To attend and contribute to multi-disciplinary meetings, ensuring active liaison with external professionals, including the NHS and Designated Medical/Clinical Officers.
- **Family Engagement:** To complete home visits as required and communicate sensitive information to families using high-level interpersonal skills.

- Professional Ethics: To exercise professional responsibility in accordance with the Code of Ethics of the relevant Occupational Therapy professional body.
 - Record Keeping: To maintain the highest standards of record-keeping in accordance with the Data Protection Act and statutory SEN requirements.
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3. SUPPORT FOR THE SCHOOL

- Compliance: Comply with school policies regarding safeguarding, whistleblowing, and health and safety.
 - Risk Management: Write and update risk assessments related to the use of OT equipment, resources, and spaces, ensuring these are disseminated to staff.
 - Inclusion: Proactively support the school's anticipatory duty to make reasonable adjustments and provide auxiliary aids and services for disabled pupils to prevent them from being placed at a substantial disadvantage.
 - Equality Duty: Assist the school in fulfilling its Public Sector Equality Duty (PSED) to eliminate discrimination, advance equality of opportunity, and foster good relations between all students.
 - Ethos: Contribute to the school ethos and improvement plan, ensuring students have equal access to opportunities to learn and develop.
 - Training: Assist with planning out-of-school learning activities and participate in in-service training as required.
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4. SUPERVISION, TRAINING, AND TRANSITION

- Clinical Supervision: Seek and receive regular clinical supervision to ensure best practice and appropriate decision-making.
- Professional Development: Maintain Continued Professional Development (CPD) and conduct relevant research to stay informed of evidence-based practices.
- Transition Planning: Actively contribute to "Preparing for Adulthood" planning within EHC reviews from Year 9 onwards, focusing on transitions to adult health services, independent living, and community participation.
- Outreach: Deliver outreach guidance and training programmes to other schools and agencies as agreed with the Senior Leadership Team.

The post holder may be expected to carry out any other reasonable and relevant duties, as required, this includes working with younger pupils across our full age range.