**CYGNET EALING**

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| **Title:** | **Occupational Therapy Assistant** |
| **Hours of work:** | **37.5 hours per week** |
| **Department:** | **Occupational Therapy – Eating Disorders and Personality Disorders** |
| **Accountable to:**  **Professionally Accountable to:** | Head of Occupational Therapy  Regional Director of Occupational Therapy |
| **Responsible for:** | Supporting Occupational Therapists to perform their role in the assessment, treatment and development of individuals in our care |

**AIM:**

To provide support to occupational therapists through assessing and analysing strengths and needs, providing interventions, reporting on progress, and supporting individuals in our care to achieve their personal goals and aspirations.

**KEY RESPONSIBILITIES**

**Professional Practice**

1. Under the oversight of an occupational therapist, complete elements of the occupational therapy process, guided by standard operating procedures and protocols. This may include, but is not restricted to: assessment, analysis of results, care planning including prioritising and grading targets and goals; interventions on a group or individual basis, grading and adaptation of activities to suit individual strengths and needs and aspects of report-writing.
2. Support individuals in our care to identify and work towards meeting their personal goals and aspirations through the assessment process and occupational formulation
3. Work with a degree of autonomy and as part of a team to manage a designated caseload within your scope of practice.
4. Share information effectively and concisely in a range of situations (effective daily documentation; attendance at meetings to handover information; face to face handovers of information to colleagues; report-writing and care planning)

**Facilitation of Learning**

1. Identify own learning needs through proactive participation in regular supervision/mentoring
2. Engaging in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.
3. Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your services (annual appraisal, personal development plan, supervisions)
4. Support staff, carers, and individuals in our care to learn new techniques or regain pre-existing ones (including daily living and life skills, self-regulation strategies, and correct use of equipment)
5. Contribute to the development and evaluation of educational and vocational resources for students and individuals in our care.
6. Contribute to the supervision, mentoring and education of others (including students) with more experienced colleagues as required.

**Leadership**

1. Manage a designated caseload, identify priorities, manage time and resources effectively with guidance, as appropriate (caseload prioritisation systems, use and share Outlook or equivalent diary to structure the week)
2. Suggest alternative ways to complete tasks without compromising service quality
3. Alert managers to resource issues which affect learning, development and performance (including service resources/ equipment and personal resources), identifying ways to resolve resource issues.
4. Manage own work within complex and changing systems with more experienced colleagues, responding flexibly to the changing political and economic climate locally as this impacts on service delivery.
5. Take some managerial/leadership responsibility for the work of others within a defined and supervised structure.

**Evidence, Research and Development**

1. Undertake systematic information searches, select relevant information, recruit research participants, record routine research/service evaluation data with guidance.
2. Apply evidence to inform practice with guidance from more experienced colleagues
3. Disseminate evidence including effecting writing for a range of situations, e.g. emails, internal reports, presentations, study events) with more experienced colleagues.

**OTA Key Performance Indicators:**

1. 90% of individuals on OTA caseload are achieving their OT care plan targets
2. All designated OT assessments, service user surveys and feedback, and outcome measures are completed within expected time frames
3. 75% of individuals with direct involvement from an OTA, show improvement in designated outcome measure scores
4. At least 70% of OTA time is spent in direct face-to-face contact with individuals
5. Recording to be at the level of a minimum of one entry per week per individual on caseload.
6. Activity areas are kept fully resourced with in-date equipment and materials, and clean and tidy
7. Supervision and/mentoring of others (including students where appropriate) occurs within expected time frames

**General:**

1. To attend for work reliably and punctually and to follow a work pattern as required to fulfil the role, being flexible to the service needs.
2. To actively promote equality, diversity and co-production & challenge unacceptable behaviour and discrimination
3. To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.
4. To remain vigilant and do everything possible to protect individuals in our care and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to manage/investigate any incident of this nature you witness or suspect that is brought to your attention.
5. To use an appropriate level of confidentiality where personal information is involved with regard to both individuals in our care and employees.
6. To work autonomously, demonstrating effective time management and organisational skills, and proactively seeking out additional support if required. -
7. To ensure the development, maintenance and dissemination of the highest professional standards of practice as expected within NICE guidelines, RCOT and HCPC guidance.
8. To ensure the highest standards of clinical record keeping in accordance with professional codes of practice of the Royal College of Occupational Therapy, Health Care Professions Council and organisational policies and procedures.
9. To maintain up to date knowledge of legislation, national and company policies in relation to the specific client group; as well as wider issues affecting our delivery of a quality service.
10. Cygnet is committed to developing effective user and carer involvement at all stages in the delivery of care. All employees are required to make positive efforts to support and promote successful user and carer participation as part of their day to day work.

***To be noted:***

* The contribution of this role:
  + The way in which this role is carried out will have a direct and highly significant effect on the quality of the entire service provided by the company, and bear directly on how well-equipped teams feel to carry out the jobs they are employed to do.
  + You will therefore be making a very important contribution to other employees, to matters affecting individuals in our care and their experience with us, and to the reputation and achievements of all establishments and the company as a whole.

This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.

This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

The post holder is expected to comply with all relevant organisational policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and Confidentiality of information.

PERSON SPECIFICAT ION

JOB TITLE: Occupational Therapy Assistant

(NHS Equiv Band 3/4)

All person specifications will be tested through the application form/CV or through the interview process.

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|  | **Essential** | **Desirable** |
| **Training and Qualifications** | 1. GCSE Maths and English – standard Grades or equivalent 2. Higher education qualification, e.g.    1. NVQ/ SVQ level 3 or 4;    2. National Certificate,    3. Foundation Degree,    4. Company OTA Preceptorship. 3. Evidence of personal development in previous employment and/or education | * Evidence of training or education relevant to therapies |
| **Knowledge** | Factual and theoretical knowledge of:   1. The importance of enabling people to do the things they want, need or are expected to do to support them being well in life 2. The importance of occupation and activity, which are fundamental to a person’s health and wellbeing, within the context of their various environments | Factual and theoretical knowledge of:   * Humans as occupational beings * Adult and social learning theories * Research approaches including audit cycle, basic statistics, qualitative data |
| **Skills** | 1. Work with a degree of autonomy as part of a team, managing delegated activities, accepting accountability and responsibility for own actions 2. Work in partnership with others 3. Positively question own and others’ practice to create opportunities to generate new knowledge 4. Respond flexibly to changing situations, which impact on service delivery 5. Plan and manage a schedule/timetable for self and others 6. Use company online systems for generating plans and recording progress | * Actively promoting the rights and responsibilities for self in relation to professionalism, health and wellbeing in the workplace. * Leading and working with others * High level of ability in using technology to record, develop and present materials, plans and reports. |
| **Experience** | 1. Adapting and grading activities and tasks to support independence and confidence 2. Running groups and activities 3. Working with people who have diminished capacity and responsibility for their own actions 4. Motivating people to engage in meaningful activities | * Experience of working with people who have mental illness or learning disabilities * Research approaches, including methods, e.g. the audit cycle, basic statistics, qualitative data. |
| **Personal attributes** | 1. A creative thinker 2. A role model for the OT profession 3. An active listener to the views of others to facilitate problem solving 4. Consider different perspectives and question yourself and others when making decisions, guided by more experienced colleagues 5. A team player 6. Able to reflect where performance of self/others should be recognized, reported or improved |  |