

JOB DESCRIPTION

OHS OCCUPATIONAL THERAPY ASSISTANT

PEOPLE MANAGER	CLINICAL LEAD
LOCATION	LONDON / ESSEX / KENT

- As the needs of the business can change rapidly this role will change accordingly, therefore this job description should be viewed as guidelines which are subject to change.
- It may be amended at any time following discussion between the People Manager and colleague and may be reviewed as part of the performance review process.
- The roleholder may be required to undertake other duties as reasonably required by their People Manager or any member of the OHS Leadership Team.
- All roles are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.

OVERVIEW

- Our Occupational Therapy Assistants embody the OHS relationship-first approach, building strong, lasting relationships with our pupils who have ACEs and complex SEMH needs, as well as other associated SEND.
- Our Occupational Therapy Assistants 'work as one' with therapists and teachers and are at the core of realising the schools' relationships-first, therapeutic ethos.
- Provide emotional regulation and support to pupils, including assisting key pupils throughout the day, supporting transitions and offering support during break and lunchtime periods.
- Support the delivery of high-quality occupational therapy provision within OHS schools, enabling pupils with SEMH and associated additional needs to participate more successfully in learning, social interaction, self-care and other meaningful school-based occupations.

KEY RESPONSIBILITIES

Direct therapeutic support

- Deliver structured OT activities and programmes delegated by the qualified OT.
- Support 1:1 and small-group interventions addressing agreed goals, such as regulation, sensory processing, fine and gross motor skills, handwriting, executive functioning and functional participation.
- Support therapeutic activities including sensory circuits, movement-based regulation activities, interoception activities and functional life-skills activities where clinically appropriate and delegated.
- Promote pupil choice, autonomy, engagement and participation using neuroaffirming and trauma-responsive approaches.
- Adapt the delivery of delegated activities within the agreed programme and communicate relevant changes or concerns to the supervising OT.

Classroom and whole-school support

- Support implementation of agreed OT-informed classroom strategies and environmental adaptations.
- Support staff to embed agreed regulation strategies, visual supports, movement opportunities and participation strategies.
- Complete observations of pupils in classroom and wider school environments when requested by the OT.
- Prepare, organise and maintain therapeutic resources.
- Support consistency in implementation of OT recommendations across relevant school environments.

Clinical documentation

- The OT Assistant would be expected to develop appropriate clinical documentation skills and take responsibility for completing their own delegated clinical records
- Completing timely and accurate notes following delegated OT sessions.
- Recording the activity delivered, pupil engagement/response, relevant observations and any actions or concerns.
- Completing delegated report sections using agreed OHS templates.
- Collecting agreed outcome data and information relevant to OT review.
- Clearly identifying when information is based on observation or delegated intervention rather than independent clinical assessment.
- Escalating clinical concerns, changes in presentation or safeguarding concerns to the supervising OT and relevant school staff.

OHS BEHAVIOURS

We expect all OHS colleagues to demonstrate the following behaviours at all times towards pupils, colleagues and families: accountable, adaptable, collaborative, communicative, creative, empathetic, proactive, resilient.

PERSON SPECIFICATION

SKILLS, TRAITS, KNOWLEDGE & UNDERSTANDING

- Excellent knowledge and understanding of therapy (as per specialised field).
- Excellent ability to provide therapy flexibly and successfully with pupils with SEMH needs
- Outstanding communication skills (with pupils, families, colleagues and professionals).
- Outstanding organisational skills (including meeting deadlines).
- Strong ability to work constructively and collaboratively as part of a unified team.
- Reflective practitioner eager to progress professionally.
- Able to recognise own training needs and willing to undergo relevant training.
- Attention to detail, including in terms of presentation, reliability, punctuality and supporting the maintenance of an attractive environment for learning.
- Ability to support families and carers of pupils with challenging behaviour.
- Ability to cope in high pressure, highly stressful contexts.
- Clear understanding of child development and pupils with SEMH needs and associated SEND.
- Works within own competencies and seeks guidance from teachers, therapists or senior staff when a pupil's needs change or escalate.
- A commitment to promoting and safeguarding the welfare of pupils



OCTAVIA HOUSE

Sector-Leading Therapeutic Schools

QUALIFICATIONS, TRAINING & EXPERIENCE

- Experience working with children or young people, preferably in SEN/SEMH, education, health or social care (essential).
- Ability to build trusting, respectful relationships with pupils (essential).
- Calm, consistent and reflective approach suited to SEMH settings (essential).
- Further training or qualifications related to SEMH needs/SEND (desirable).
- Previous experience as an OT assistant, therapy support worked or similar (desirable).
- Relevant qualification in health, social care, psychology, education or therapy support (desirable).
- Knowledge of sensory processing, emotional regulation or neurodiversity-informed practice (desirable).
- Experience collecting outcome data or maintaining clinical records (desirable).
- Interest in progressing towards an OT degree or assistant-practitioner pathway (desirable).
- Experience of working in independent special schools (desirable).