

## Job Description

**Title: Highly Specialised Physiotherapist**

**Grade: Band 7**

<b>Relationships</b>	Head of Integrated Services
Responsible to:	Deputy principal Clinical Lead for Physiotherapy
Responsible for:	Delivering a Physiotherapy service at a universal and or individual level as clinically indicated.
Reports to:	Clinical Lead for Physiotherapy

### Purpose and main responsibilities

- To use a person centred approach to promote choice, independence, and inclusion, reflecting the key principals of Valuing People (DOH 2002), Valuing People Now and the Human Rights Act and working towards the Preparing for Adulthood Agenda, in order to enable the student to achieve his/her academic, social and employment potential
- To maintain and model the highest level of respect at all times for students and their families, modelling person centred and collaborative working, at all times promoting students human's rights, dignity and individual choices.
- To work with external agencies (eg. Schools, work placements, social services) to ensure smooth transition of student's communication information, both into and when leaving the college
- To manage a clinical caseload independently.
- To support the team with aspects of service development
- To take ownership in a specific clinical area as required by the Clinical Lead.
- To undertake comprehensive specialised assessment and re-assessment of learners with musculoskeletal / orthopaedic / respiratory conditions.
- To plan and implement and review person-centred individual and/or group interventions which aim at improving functional abilities and participation in College-related learning activities as well as everyday life.
- To liaise with all team members and family/carers in order to provide a co-ordinated approach and ensure physiotherapy treatment is integrated into learner's objectives that support learning and skills for daily living.
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention
- To independently assess, clinically reason, advice and order specialist equipment for mobility/postural control both static and dynamic, being aware of financial implications and restrictions. Liaise with Community teams/social services/ external agencies/ parents/ carers regarding the provision and use of such equipment
- To educate and support those working with the learner how to correctly use the equipment, the purpose of the equipment and set guidelines for its use.
- To train, guide and support teaching staff in physiotherapy and manual handling programmes in the classroom.
- To keep up to date with current and new manual handling techniques thus to design appropriate moving and handling guidelines for learners who have significant physical disabilities in addition to their learning disability, using a range of techniques and equipment, ensuring safe practice.
- To ensure effective joint working practice between Multi-therapy team and education, health, social services, voluntary sectors and student's families where necessary to overcome limitations students may encounter.
- To set up and run aquatic therapy sessions and complete relevant risk assessments and clinically effective programmes.
- To attend and contribute to review meetings where appropriate ensuring person centred approach.
- To prepare and submit written reports including contributions to the interdisciplinary team reports and EHCP's.

- To attend College-arranged meetings for learners, including Parents' Evenings and Open Days etc.
- To attend team meetings and to be able to travel to other venues for the team meeting as requested by Head of Integrated services.
- To maintain up to date HCPC and CSP registration and adhere to CSP & HCPC Professional and Clinical Standards and Code of Conduct as well as National and Local Clinical Guidelines.
- To demonstrate a sound understanding of Clinical Governance and Risk Management and apply to the work situation, and ensure others do likewise.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in learners' files.
- To be responsible for accessing regular formal clinical supervision and to recognise own professional boundaries.
- To participate in departmental research and clinical governance/audit projects as required.
- To represent Orchard Hill College as appropriate
- To oversee the shared responsibility of overall venue co-ordination on behalf of the integrated services team.
  
- To share information with others, observing data protection guidelines, confidentiality and appropriate consent
- To quickly act/act in a timely manner in all cases relating to Adults at Risk (Safeguarding Adults) and Child Protection. The post holder must be fully conversant with all policies (and practice issues/and responses required) relating to adult and child protection matters that impacts on their practice.
- To promote student's choice, self-advocacy and independence, working under the principles of the Mental Capacity Act (2005).
- To work with other members of student support teams to support the assessment and implementation of strategies to address any behaviours of concern, working within a Positive Behaviour Support Framework.
- To occasionally travel to other sites as required
- To undertake such other duties of a similar nature from time to time as may be required by the Clinical Lead / Principal.

## Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

### **EDUCATION, FORMAL TRAINING AND QUALIFICATIONS**

Recognised physiotherapy degree qualification or equivalent.

UK Health and Care Professions Council – License to Practice.

Evidence of other formal study leading to a relevant qualification

Experience of working as part of a multi-disciplinary team of therapy, medical, educational and care colleagues

Experience with students over 16 who have severe/profound and multiple learning disabilities and mental health needs.

### **EXPERIENCE**

Significant experience of practicing at Band 6 level working with students who have PMLD, severe or moderate learning disabilities and / or Autism.

### **ABILITIES, SKILLS AND KNOWLEDGE**

Ability to provide effective clinical assessment and intervention.

Ability to assess and treat complex clinical cases which cannot be dealt with by junior staff.

Ability to carry out effective postural management.

Knowledge of up-to-date manual handling techniques and legislation.

Ability to operate effectively as part of a multi-disciplinary team.

Ability to instruct and support teaching teams in a range of techniques to support learners within the class environment and in the use of specialised equipment.

Ability to work closely with teaching staff in the identification of integrated learning and therapy related individual objectives.

Demonstrates initiative and ability to work independently, able to problem solve and prioritise own work.

Excellent interpersonal skills including observation, listening and empathy skills.

Able to organise own time and prioritise workload.

Knowledge of assessment tools relevant to the specialist client group

In depth knowledge of national policies and procedures relevant to the specialist client group.

Knowledge of a range of appropriate therapeutic interventions relevant to the client group.

In depth knowledge of the principles of clinical governance/audit.

Understanding of the roles of other professionals relevant to the client group.

Knowledge of standards of record keeping and good practice.

Skilled in using equipment and technology to adapt information and make it accessible to the individual.

Understanding of how to access other services and agencies.

Good physical fitness with the ability to undertake physical handling techniques/abilities.

Ability to work within and promote the College's Equality and Diversity, Safeguarding and Health & Safety policies.

Training can include:

- Attending all whole college INSET days /weeks and twilight sessions.
- Training will include enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role. As directed

### **Other requirements of the post**

- This post involves working with students who may exhibit behaviours of concern. In order to ensure the safety of the post holder and others, the post holder must be able to participate fully in training provided in de-escalation and physical interventions and be able to carry out agreed Physical Intervention procedures at work and to respond to challenging behaviour in accordance with College/schools policies and procedures to minimise potential risk.
- Given the nature of the client group, the post holder may be expected to undertake basic manual handling training provided by OHCAT and carry out manual handling techniques as required.
- The post holder should expect exposure to saliva and bodily fluids within the course of their work.
  - The post holder should be prepared to work in all College centres, schools and affiliates within OHCAT within own scope of practice (as well as other community spaces such as student's work experience and leisure venues & student's home) and be willing to undertake competency development to work in various clinical areas
  - May be required to attend residential trips and / or college open days that fall on weekends once a year
  - No annual leave to be taken in term time.

This job description reflects the current situation. It may be altered in details and emphasis in the light of changes, service needs or function. Any changes will be fully discussed with the post holder.