

Occupational Therapist (Band 6)

More House School, Frensham



Overview

Full time (part-time/full-time equivalent job share considered), permanent, non-residential position in an Ofsted-rated 'Outstanding' School.

Post: We are looking for an Occupational Therapist to join our dynamic team. We offer excellent training and support working in a unique, friendly and professional environment.

Our therapy team are inspiring and creative, transforming the futures of intelligent pupils with language-related additional challenges, by empowering them.

About the department

The role will be based in the Learning Development Centre (LDC) which houses a supportive team of six Occupational Therapists, 11 Speech and Language Therapists, 10 Literacy/Numeracy tutors and two Therapy Assistants (with a view to increasing numbers). Therapy staff meet regularly for CPD and supervision, and support is provided both formally and informally. The department has a growing national reputation and strong links with universities, regularly providing educational placements for Speech and Language Therapy students from the University of Reading. We have established a sensory integration facility and promote multidisciplinary working and communication between teachers and LDC Staff. LDC Staff are fully integrated into the More House School community, and frequently have opportunities to attend school trips, enabling them to gain a holistic picture of the students and to get to know them better.

Therapeutic staff join the school from a variety of backgrounds and a number have had experience in other educational provisions and/or the National Health Service. Some have worked at More House for many years, although the school has supported many newly qualified Occupational Therapists to develop their skills and has experience supporting professionals returning to practice in both Occupational Therapy and Speech and Language Therapy. The school is committed to professional development and training is provided within school during our comprehensive in-service training programme and regularly throughout the term. Attendance at relevant external training courses or central excellence networks (CENs) is encouraged.

www.morehouseschool.co.uk

The School

Nationally celebrated, More House School provides an exceptional, mainstream education for boys with Specific Learning Difficulties. Providing a transformative education repeatedly recognised as 'Outstanding' by Ofsted over more than a decade, we offer a specialised learning environment for 490 day and boarding boys from Year 4 to Year 13. Our pupils are taught to recognise their strengths and develop their self-belief so that they achieve independence and extraordinary results at GCSE, BTEC and A Level, above the national averages.

Delivering a mainstream independent-school experience, both academically and socially, the very broad curriculum affords all pupils the opportunity to discover their strengths, challenging them to fulfil their academic and extra-curricular potential. All boys who attend More House are individually timetabled, with many receiving support through the on-site Learning Development Centre and its qualified therapeutic staff. Judged 'Outstanding' by Ofsted in its last five school inspections, our most recent inspection (March 2019) graded More House School 'Outstanding' overall, and 'Outstanding' in each of the sub-sections of the report. More House is CReSTeD approved, listed in their Specialist Schools category, and is a member of the Independent Schools Association and the Boarding Schools' Association.

The school is set on a wooded hillside in nearly thirty acres of the Surrey Hills Area of Outstanding Natural Beauty on the Hampshire/Surrey border, and attractive modern facilities lie above the playing fields. London Waterloo is one hour away by train from close-by Farnham railway station, and there is easy access to the M25, M3 and A3 major routes. Guildford is twenty minutes' drive away.

In recent years, the school has refurbished and extended its boarding facilities, refurbished its eight Science laboratories, built its School of Engineering and CAD facilities, and opened a new Humanities block and school Chapel. Autumn 2017 witnessed the completion of our brand-new library and Media Studies centre, and growth in learning support facilities. 2018 saw the expansion of the site and the conversion of a large domestic building into our new Sixth Form centre, which was opened in January 2019, improving further the facilities for both teaching, and independent study. In the current year we expect to commence work on an ambitious project to improve the school's facilities for sports.

About this post

A suitable candidate would be an enthusiastic and adaptable therapist, who enjoys working as part of a multi-disciplinary team. The role will involve managing and delivering therapy to a varied caseload of boys aged 8-18. Students at More House School are academically able, but struggle in education due to Speech, Language and Communication difficulties, Specific Learning Difficulties and related SEND needs. Therapy is delivered in small groups of between three and four boys and is integrated into the whole school timetable, so that no student is withdrawn from lessons.

The Occupational Therapy department is well resourced, with dedicated spaces including two large well-equipped therapy rooms with sensory integration/suspension equipment as well as smaller spaces for working on functional skills.

All school employees benefit from free on-site parking, and excellent free lunchtime meals in the school's refectory. School terms are shorter than in the state-maintained sector, with generous school holidays. A comprehensive induction programme is provided, and ongoing professional development is supported through INSET days and training opportunities.

Applications from professionals with experience and Practitioners Returning to Practice would be welcomed. You must be a qualified Occupational Therapist and be registered with HCPC and RCOT. In the case of practitioners looking to return to practice, you must be prepared to complete the Return to Practice requirements and be able to return to the HCPC register. Full support to achieve readmittance to the register will be offered, through supervision, supported practice and access to training. Please contact us if you would like to discuss the post further.

About this post

Relationships:

- The post-holder is responsible to the Headmaster in all matters, is supported by the Lead Senior Occupational Therapists and reports to the Head of the Learning Development Centre.
- The successful applicant must also interact effectively on a professional level with colleagues, and seek to establish and maintain productive relationships with all.

The role and responsibilities include:

- to assess pupils' needs for Occupational Therapy both formally and informally;
- to develop and implement specialist Occupational Therapy for pupils and to evaluate the outcomes of the intervention;
- to supervise Occupational Therapists and / or assistants;
- to provide direction for Occupational Therapy assistants;
- to provide advice and support to other staff members regarding the management of sensory and motor difficulties and related Occupational Therapy needs;
- to attend annual reviews;
- to enable pupils to access the full curriculum by providing support within the classroom as necessary;
- to attend Parents' Evenings as required;
- to liaise with other staff as required;
- to provide support for public examinations;
- to explain the role of an Occupational Therapist to visitors, students, volunteers and other professionals;
- to assist with proofreading of annual reports;
- to prepare reports and data analyses;
- to provide study support, one day per week, between 4.30 and 5.30pm (full time positions only);
- to prepare suitable materials to support therapy;
- to supervise break times;
- to attend whole school induction programme (in your first year);
- to attend school functions as requested.

This list of duties is not exhaustive, and as with all roles in the school, the position includes any other duties, from time to time, deemed appropriate or necessary by the Headmaster.

Although advertised as a full-time position, we would be happy to consider a job-share. A part-time opportunity might also be available. Please contact us if you would like to discuss the post further.

Personal specifications

Essential	Desirable
Qualifications	
Degree in Occupational Therapy.	Completion of other relevant training courses.
HCPC Registration or willingness to complete Return to Practice.	
Membership of The Royal College of Occupational Therapists.	
Skills and Experience	
An ability to demonstrate a sound knowledge of the HCPC standards of proficiency for Occupational Therapists and the HCPC standards of conduct, performance and ethics.	
An ability to assess pupils' needs for Occupational Therapy both formally and informally.	Experience with a range of standardised assessments.
An ability to develop and implement specialist Occupational Therapy for pupils and to evaluate the outcomes of the intervention.	
An ability to make effective use of strategies to motivate and engage pupils in therapy and to promote good student relationships.	
Ability to provide supervision and support to less experienced therapists and assistants.	Experience of delivering supervision.
An ability to communicate effectively with pupils, parents and staff.	
Relevant work experience.	
A good understanding of the principles of supportive behaviour management.	
Evidence of commitment to own professional development.	Recent professional development relevant to Occupational Therapy in educational settings.
Confidence using IT to communicate.	Proficient skills with Microsoft. Experience of using a school-focused management information system.
An ability to keep accurate and contemporaneous records.	
Excellent standard of written English and attention to detail.	

Personal specifications

Personal attributes

Strong sense of humour, optimistic enthusiasm and an inclination to embrace challenge.	Evidence of resilience and professionalism in the face of challenge. Readiness to identify and respond with appropriate initiative to new challenges.
Excellent interpersonal and communication skills demonstrating an understanding of, and commitment to, professionalism and teamwork.	Understanding of own strengths and areas for development.
An ability to demonstrate self-motivation and meet objectives on own initiative.	
An ability to demonstrate flexibility and to respond positively to change.	
An ability to work independently and as part of a team.	
Strong commitment to promoting aspiration, confidence and a sense of self-efficacy amongst our pupils.	
Empathy and patience, maintaining the highest standards of professionalism in the face of challenge.	
Excellent time management skills and prioritisation skills and ability to work under pressure and to deadlines.	A commitment and ability to persevere.
Strong and secure personal commitment to the school's ethos and aims, promoting the best possible outcomes for pupils.	A willingness to engage in activities in the wider school community.

Safeguarding

This role is deemed to be one of working in regulated activity, meaning that the post-holder may expect to come into unsupervised contact with children and young people frequently in the discharge of their duties on-campus. As such, the expectations of conduct, required of all adults working at More House School, apply to this position, as does a full Safer-Recruitment vetting process of any appointee. A key responsibility of all adults working within the School is that of ensuring the effective safeguarding of all children and young people, through adherence to the School's policies; full-training is given.



Hours, remuneration and support

Full time hours are 8.20am until 4.30pm four days a week during term-time and 8.20am until 5.30pm one day a week during term time. *(Note: academic terms are typically shorter than those in the state-maintained sector, and school holidays are therefore significantly longer)*. Part time hours may be discussed at interview, although it will be helpful for applicants to make clear within their applications an indication of the number of hours preferred.

Attendance at parents' evenings and school events outside these hours from time to time, as well as INSET days towards the beginning or end of school holidays. Attendance at Induction Programme training sessions one evening per week in the first year (4.30-5.30pm).

Remuneration and support

- Annual salary of £32,306 – 39,027 paid in monthly instalments and in accordance with qualifications, experience and recognised skills;
- Pension;
- Sick-pay;
- Employee Assistance Programme;
- Free on-site parking within the School's beautiful grounds;
- Excellent lunchtime meals at no cost in the School's refectory;
- Comprehensive induction programme offered, and ongoing professional development supported through INSET days and training opportunities.

www.morehouseschool.co.uk

To apply

Completed application forms can be submitted online. Alternatively, email Mrs Faye Carpenter at hr@morehouseschool.co.uk for more information or an application pack. Completed application forms may also be submitted via email or post to:

More House School
Moons Hill
Frensham
Farnham
Surrey
GU10 3AP

Interested candidates are welcome to make an appointment to visit the school for an informal visit in order to learn more about the role and setting.

Closing date for applications: Wednesday 8th June 2022

Interviews expected to be held on: Thursday 16th June 2022

The School reserves the right to interview appropriate candidates in advance of the above-named dates, and to appoint. Interested candidates are therefore strongly urged to submit their application as soon as possible.

This post is subject to an Enhanced DBS clearance and the receipt of satisfactory references before a formal job offer is confirmed.

More House School is firmly committed to safeguarding and promoting the welfare of children and young people.