WHITE HOUSE SCHOOL

The White House School			
Post Title	Occupational Therapist	**Department**	Therapy
Hours per week	8.30 – 4.30	**Weeks per year**	38 weeks (term time only)
Contract type	Permanent	**Salary**	£32,073
Reports to	Assistant Head/SENDCo		

1.	Overview
	The White House School offers a specialist learning provision for children and young people with autism and social, emotional and mental health difficulties. We emphasise the development of core academic understanding, encourage creativity, celebrate outdoor learning and promote the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.
2.	**Purpose of the Role**
	As an Occupational Therapist, you will work across both schools to support children and young people to participate as fully and independently as possible in their education and wider school life. You will assess and support pupils whose sensory, physical, motor, emotional regulation or functional needs create barriers to learning, engagement, independence and participation. Using an evidence-informed and pupil-centred approach, you will identify these barriers and develop practical strategies and interventions that can be embedded within pupils' everyday school experience. You will provide occupational therapy assessment for current and prospective pupils as required and develop individual and group intervention programmes. You will work closely with teachers, Therapy Assistants and support staff to ensure strategies are implemented consistently throughout the school day. You will also advise on adaptations to the learning environment, equipment, routines and approaches that support pupils' access to learning and development of independence. A key part of the role will be supporting pupils with sensory processing and regulation needs. You will work with staff to develop their understanding of how pupils' sensory and functional needs may affect their presentation, behaviour, engagement and readiness to learn, ensuring that appropriate strategies are embedded within classroom and wider school practice. You will work in close partnership with the Assistant Head/SENDCo and the wider multidisciplinary team to ensure that occupational therapy provision specified within pupils' EHCPs is delivered and that progress towards identified outcomes is regularly reviewed. You will provide training, modelling and advice to school staff so that occupational therapy approaches are integrated into everyday practice rather than being limited to individual

	therapy sessions. You will contribute professional assessments, reports and advice for EHCP reviews and other meetings as required. The successful candidate will have a recognised qualification in Occupational Therapy and current registration with HCPC. They will have experience of working with children and young people, ideally within specialist education or SEND settings, and an understanding of autism, sensory processing, emotional regulation and the functional impact of additional needs. They will be able to work collaboratively as part of a multidisciplinary team including teachers, SENDCos, Speech and Language Therapists, Therapy Assistants and support staff. They will also have strong organisational skills and be able to manage assessment records, intervention plans, case notes and progress reports accurately and effectively.
3.	**Key Accountabilities & Duties**
	As Occupational Therapist, you will: • Be responsible for the delivery of specialist occupational therapy services across the schools, including assessment, intervention, review and advice. • Undertake appropriate standardised and non-standardised occupational therapy assessments to identify pupils' strengths, needs and barriers to participation. • Assess and support pupils in areas including sensory processing and regulation, fine and gross motor skills, coordination, handwriting, self-care, independence and activities of daily living. • Develop individual and group occupational therapy programmes based on assessed need. • Provide therapy through a range of delivery models including individual, group, multidisciplinary and classroom-based approaches. • Work alongside teaching and support staff to embed occupational therapy strategies within pupils' everyday learning and routines. • Advise staff on environmental adaptations, sensory strategies, equipment and approaches that enable pupils to participate more successfully in school. • Develop sensory profiles and sensory programmes where appropriate and ensure that these are understood and implemented consistently by relevant staff. • Contribute occupational therapy targets and strategies to pupils' individual provision plans and other relevant plans. • Regularly monitor and review pupils' occupational therapy needs and evaluate the impact of interventions. • Ensure that occupational therapy provision identified within pupils' EHCPs is delivered appropriately and contribute to monitoring progress towards relevant outcomes. • Contribute professional advice and reports to EHCP Annual Reviews and other statutory or multidisciplinary processes as required. • Attend and contribute to Annual Reviews, multidisciplinary meetings, school meetings and meetings with parents/carers and external professionals. • Work collaboratively with Speech and Language Therapy, teaching, pastoral and other therapeutic colleagues to provide a joined-up approach to pupils' needs. • Provide advice, modelling, coaching and training to staff in relation to sensory processing, regulation, motor development, independence and other occupational therapy approaches. • Support Therapy Assistants and other staff to deliver programmes and strategies devised by the Occupational Therapist. • Monitor the implementation and effectiveness of delegated occupational therapy programmes.

	• Support pupils to develop greater independence and functional life skills in preparation for adulthood. • Contribute to transition planning where occupational therapy needs may affect a pupil's move between classes, settings or into post-16 provision. • Maintain high-quality clinical records, assessment information, intervention plans and progress reports. • Manage an allocated caseload effectively, balancing direct intervention, assessment, consultation, staff development and multidisciplinary responsibilities. • Work within relevant professional standards, school policies and statutory requirements, including safeguarding and child protection procedures. • Maintain HCPC registration as a practising Occupational Therapist. • Maintain professional competence and take responsibility for keeping knowledge and skills up to date through continuing professional development and reflective practice. • Attend mandatory training, induction and professional development as required. • Undertake any other duties reasonably associated with the role.
4.	**Equal Opportunities**
	The Lion Works School and The White House School will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of sex, age, marital status, race, nationality or other ethnic or national origin, disability, sexuality, trade union membership or activity and religious background. The school will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The school aims to provide an open welcoming and safe environment for all its students, employees, and visitors.
5.	**Safeguarding**
	The Lion Works School and The White House School are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be conducted; references will be sought, and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies. We comply with the Disclosure & Barring Service (DBS) code of practice and have a written policy on the recruitment of ex-offenders, both of which are available on request. If you are shortlisted, you will be required to declare any relevant convictions, adult cautions or other matters which may affect your suitability to work with children. As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account.
6.	**Further Information**
	This Job Description and Person Specification are current as of August 2026. In consultation with you, it is liable to variation to reflect changes in the job. If you have any queries relating to your Job Description and/or Person Specification, please consult the Headteacher.

The White House School		
Person Specification – Speech and Language Therapist		
Criteria	**Essential**	**Desirable**
Knowledge & Experience	• Knowledge and understanding of SEND and the impact that additional needs can have on participation, learning and independence. • Understanding of autism and the sensory, emotional regulation and functional needs commonly associated with autism. • Knowledge of sensory processing and regulation approaches. • Experience of assessing and supporting children and young people with additional needs. • Understanding of positive behaviour support and the relationship between regulation, environment and behaviour.	• Experience of working within a specialist school or education setting. • Experience of supporting pupils with autism and/or SEMH needs. • Experience of supervising or guiding Therapy Assistants to deliver occupational therapy programmes. • Experience of training school staff in occupational therapy approaches. • Experience of contributing to EHCPs and Annual Reviews.
Skills & Abilities	• Excellent interpersonal and communication skills. • Ability to communicate effectively with pupils, parents/carers, staff and external professionals. • Ability to undertake assessment, formulate appropriate interventions and evaluate impact. • Ability to translate clinical knowledge into practical strategies that can be implemented within the classroom and wider school environment. • Ability to work collaboratively within a multidisciplinary team. • Ability to manage a caseload and prioritise workload effectively. • Accurate and thorough record keeping and report writing. • Confident use of IT systems. • Ability to maintain confidentiality and professional boundaries.	• Experience of developing whole-school or universal occupational therapy approaches. • Ability to coach and develop other members of staff.
Personal Attributes	• Commitment to improving outcomes and independence for children and young people with additional needs. • Pupil-centred and solution-focused approach. • Strong team-working ethos. • Confident working with a range of pupils, staff, families and external agencies.	• A positive approach and good sense of humour.

	• Proactive, flexible and innovative. • Ability to problem-solve and adapt approaches to individual needs. • Commitment to safeguarding and promoting the welfare of children.	
Qualifications	• Degree or postgraduate qualification in Occupational Therapy, or equivalent recognised qualification. • Current registration with the Health and Care Professions Council (HCPC) as an Occupational Therapist.	• Relevant postgraduate training or CPD in autism, sensory processing/integration, paediatric occupational therapy or SEND.
Other Requirements	• Full driving licence and ability to work across both school sites. • Willingness to undertake training and CPD as required. • Commitment to maintaining HCPC registration and professional standards. • Flexibility to undertake other responsibilities reasonably required within the scope of the role.	• Membership of the Royal College of Occupational Therapists (RCOT).