

Job Description

SPECIALIST PHYSIOTHERAPIST

NEURODISABILITY AND COMPLEX NEEDS IN YOUNG PEOPLE

Job Title:	Specialist Physiotherapist
Hours of Work (p/w):	3.5 days per week (negotiable)
Accountable to:	Director, Therapy Links UK C.I.C.
Reports to:	Associate Director, Therapy Links UK C.I.C
Location(s):	Contracted settings (schools / colleges), clients homes, and office-based work which can take place from the therapist's own home.

Role of the organisation: Therapy Links UK is a not-for-profit social enterprise (registered Community Interest Company) committed to tackling inequality in access to effective therapy provision. It prides itself in providing excellent, flexible and evidence-based support to individuals and settings, recognising the importance of effective working relationships built on mutual respect and trust across the NHS, voluntary and independent sector.

Key working relationships: clients and their parents / carers / families, NHS colleagues, school/college senior leadership teams, teaching staff, multi-disciplinary therapy teams including speech & language therapy, occupational therapy, music therapy, clinical psychology/psychiatry, nursing and other NHS and local authority colleagues.

This role will sit primarily within the Therapy Links UK Education Team supporting school and college settings. Therapists will work as part of a multi-disciplinary therapy team, which will be well-integrated with the school / college to provide specialist therapeutic input and support to the young people on roll. The successful therapist will be responsible for a joint screening of the students' motor-sensory needs, and their caseload will then be formed and weighted as

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much as possible in line with these and EHCP requirements. Therapists will develop additional programmes and responsibilities depending on experience and professional development priorities (e.g. hydrotherapy, rebound therapy, treadmill training etc). Physiotherapy sessions will primarily take place at the educational setting, although there may be occasions where it would be appropriate for them to take place at the client's home. Therapists will benefit from peer support and trans-interdisciplinary working, and the many opportunities for professional development and training Therapy Links UK has to offer.

As this is a new role, its efficacy will be regularly reviewed and as such, the role may evolve and change over time. You will have the opportunity to work as part of the collaborative team at Therapy Links UK to shape, develop and deliver this service.

Job Summary:

- To embody TLUK's vision and values on inclusion, equality and diversity
- To act as a source of clinical specialism and hands-on provision of Physiotherapy for children, young people and young adults (0-25) with neurological and neurodevelopmental conditions within specialist area
- To provide a specialist physiotherapy service to identified specialist educational settings, including college provision for 19-25 year olds with severe/complex learning disability, which commission support from Therapy Links UK, with appropriate support and supervision.
- To provide supervision and support to junior physiotherapists / student physiotherapists / therapy assistants and other members of the multidisciplinary team.
- To effectively implement evidence-based models of care and approaches to intervention with a focus on outcomes and impact.
- To provide specialist training to education staff and other professionals
- To work seamlessly and collaboratively as an integral member of the multidisciplinary team contributing to overall team objectives and service development initiatives

Main Duties:

CLINICAL

1. To be professionally and legally responsible and accountable for all aspects of Physiotherapy intervention and care delivered to clients. To ensure a high standard of clinical care, and support less senior staff to do likewise.

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2. To provide clinical services which are sensitive to the protected characteristics of age, disability, gender and gender neutral identification, marriage and civil partnership, race, religion or belief, and sexual orientation.
3. To ensure the development of a high quality, comprehensive and evidence based physiotherapy service to identified educational settings, through the promotion of professional and clinical guidance frameworks, in line with the CSP, HCPC and national initiatives such as NICE, and other related areas, and be responsible for ensuring the implementation with the integrated therapy team.
4. To implement service delivery following a universal / targeted / specialist model.
5. To use advanced clinical reasoning skills to provide appropriate physiotherapy assessment, choose appropriate intervention options and design appropriate specialised management and manual physiotherapy intervention programmes for children and young people (C&YP) with a wide range of physical and sensory disabilities and complex needs. Intervention and management will need to be responsive, is likely to change over time and may include individual and/or multidisciplinary group sessions.
6. To work as part of the multi-disciplinary and multi-agency teams involved with the students and their families. To contribute to care planning meetings, undertake joint assessments, goal settings and reviews where appropriate.
7. To develop and implement a comprehensive training programme for staff and parents/carers to support enhanced provision for all students accessing the setting.
8. To attend parents' evenings or family events/open days each term, when requested by the setting, to meet with parents/carers and represent the multi-disciplinary team.
9. To provide home-visits, on request of the setting, to support client's needs at home.
10. To meet with parents/carers in school / college to work collaboratively and support carry-over of approach to home settings.
11. To undertake specialist assessment and intervention on a referral basis using a range of appropriate assessment tools to inform clinical decision making.

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12. To implement a range of appropriate specialist intervention approaches including, for example, rebound therapy / hydrotherapy where appropriate, ensuring the appropriate risk assessments and training are in place.
13. To demonstrate physical ability to carry out physiotherapy assessment and interventions including manual therapy techniques and therapeutic handling.
14. To demonstrate ex developed assessment skills of movement patterns, muscle tone and sensory-motor involvement, and musculoskeletal integrity, including awareness of co-morbidities (such as difficulties with vision, communication, epilepsy, behavioural difficulties, OCD, autism etc.)
15. To work closely with wheelchair services, specialist equipment services, voluntary agencies, and the college/school team etc to ensure physiotherapy treatment is fully integrated into the client's care programme
16. To teach parents/carers and/or staff members of individual students how to best position and handle the student to facilitate or maintain motor development and how to use supplied equipment such as standing frames in a safe and competent way as part of a physiotherapy programme. To develop and follow risk assessments and guidelines for the safe and effective carrying out of such programmes, and to monitor these regularly.
17. To provide chest / respiratory physiotherapy if necessary.
18. To contribute to the assessment and provision of orthotic devices for individual C&YP, to ensure the optimum prescription and provision. Knowledge of footwear, splints, lycra garments, hand splints/thumb abduction splints etc will be drawn upon.
19. To coordinate the provision, maintenance and adjustments of specialist equipment (standing frames, orthotics etc), which may involve setting up clinics, assessments and liaising with the associated company reps and professional colleagues.
20. To train parents and carers and other agencies in the use of the equipment and to have ongoing responsibility for the safety and maintenance of the equipment provided within the setting.
21. To develop and implement effective and safe 24-hour postural management care for persons under their care as appropriate. This would involve contributing

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towards the clinical assessment and advice regarding postural care systems, including standing frames, seating systems, walking aides, trikes and bikes, sleep systems and hoisting. Collaborative working with the relevant company representatives, parents, school and professional colleagues is required. A sound knowledge of available equipment, assessment principles and purchase pathways required.

22. To demonstrate effective communication skills, using alternative methods of communication where required to support the colleague or service user's access and understanding.
23. To collaborate fully with the multi-disciplinary team ensuring appropriate EHCP / IEP targets are set and reviewed at least annually or as required by the setting protocols.
24. To develop, monitor and review targeted groups or programmes of therapy to be delivered by education staff on an ongoing basis.
25. To assist the setting in the achievement of its development aims in relation to the physical needs of students, and the role of the multi-disciplinary team.
26. To signpost and refer students to the NHS physiotherapy team for more ongoing or detailed support at home, depending on individual student need.
27. To make onward referrals to other services, such as orthotics / prosthetics / wheelchair services, as appropriate depending on individual student need.
28. To be responsible for ensuring that clients and parents/carers have consented prior to assessment or intervention, in line with professional guidelines.
29. For clients aged 16 or over, ensure that the processes laid out in the Mental Capacity Act (2005) are followed in relation to decisions around consent / Best Interest Decisions and that these decisions are clearly recorded in client notes.
30. To ensure that accurate and comprehensive records of assessment, treatment, review and discharge are maintained in accordance with legal and organisational requirements.
31. To monitor the effectiveness of interventions through goal setting, audit, clinical outcome measurement and evaluation of service.

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32. To keep comprehensive confidential notes in line with HCPC regulations.

Professional

33. To be an integral member of the multidisciplinary team to include Speech & Language Therapists and Occupational Therapists, and contribute to care pathways, service development initiatives and service objectives.

34. To utilise communication, interpersonal and teaching skills to educate the diverse and multicultural community, who may have physical, cognitive and communication difficulties. To use these skills to help clients/staff/parents/carers understand essential, highly complex information both on a one-to-one basis and in large groups.

35. To monitor and manage own workload, including prioritisation of client, waiting lists, referrals and discharges seeking support where required.

36. To participate in the training of student therapists, planning timetables, providing supervision, feedback and assessment.

37. To maintain good communication with the designated line manager about all aspects of this post and its duties.

38. To support the development of clinical policies, procedures and guidelines relevant to the physiotherapy service in collaboration with line manager / supervisor.

39. To ensure safe practice through development of a caseload management plan.

40. To attend all required mandatory training e.g. CPR, Fire, Hydrotherapy evacuation, Infection Control, Manual Handling and be trained in Child protection / Safeguarding Vulnerable Adults Policies.

41. To hold an updated and valid Enhanced DBS certificate for the current clinical setting.

42. To undertake risk assessment and reporting of critical incidents as outlined in the organisation and setting policy.

43. To take responsibility for ongoing clinical excellence through evidence-based practice and development of standards, policies and guidelines.

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44. To ensure engagement in appropriate CPD and supervision to ensure your skills are developed and maintained.
45. To comply with professional codes of practice, professional guidelines and organisational policies.
46. To apply knowledge and awareness of equality and diversity practices to ensure that C&YP and their families are supported to access the service
47. To demonstrate awareness of your own cultural beliefs and practices, and demonstrate insight into how this may influence the way you work with families of diverse backgrounds
48. To be actively involved in professional clinical groups e.g. Association of Paediatric Chartered Physiotherapists (APCP) and / or other special interest groups.

General

49. To keep electronic records of all patient contacts on WriteUpp information system in accordance with organisational standards for record keeping.
50. To maintain strict confidentiality in accordance with the General Data Protection Regulations (GDPR), Organisational Privacy Policy and Health & Care Professions Council standards.
51. To work to ensure flexible service delivery including cover arrangements during periods of absence.
52. To be able to use basic software packages such as Microsoft Word, Excel and PowerPoint.
53. To promote at all times equal opportunities for staff and clients to ensure that no person receives less favourable treatment than another on the grounds of: age; disability; marriage and civil partnership; pregnancy and maternity; race (ethnicity); religion or belief; sex (gender); gender reassignment or sexual orientation.
54. To ensure that all processes and procedures are followed in relation to Safeguarding Children and Safeguarding Vulnerable Adults and that an active approach is taken to ensure safeguarding of clients and their families.

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55. To maintain professional registration with the Health and Care Professionals Council (HCPC) and the Chartered Society of Physiotherapists (CSP).
56. To work within the HCPC Professional Code of Practise, and within Professional Body Guidelines, ensuring work is within scope of practise at all times.
57. To be responsible for personal continuous professional development by the use of self-directed learning, reflective practice, active participation in the in-service training programme and attendance at postgraduate courses as agreed in your personal development plan, ensuring an up to date record of CPD is maintained.
58. To adhere to the organisations Infection Control Policy, procedures and guidelines, and in particular practice strict hand hygiene at all times while carrying out clinical duties, in line with the responsibilities placed on employees by the Health Act 2006: Code of Practice for the prevention and control of healthcare associated infections (HCAIs). The prevention and control of HCAIs must be embedded into everyday clinical practice and applied consistently.
59. To undertake such other duties as may be reasonably required from time to time as are consistent with the responsibilities of the post.

On Call/Unsocial Hours:

This post does not currently require on call or unsocial hours working but may include some change in working pattern to provide pre-planned INSET training for education staff on a half termly basis, and to attend peer support groups between 6.45-8pm once per month.

This job description is intended to be an interpretation of the general scope and proposed responsibilities of the post at the time of writing and does not form part of the contract of employment. Therefore, you may be required to undertake other duties and responsibilities commensurate with your role. The job and priorities for action will be periodically reviewed. This will be done by the line manager in consultation with the post holder.

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Person Specification

Job Title: Specialist Physiotherapist NEURODISABILITY AND COMPLEX NEEDS

A= Application I = Interview

CRITERIA	ESSENTIAL	DESIRABLE	TESTED
Education & Qualifications	<p>BSc (Physiotherapy) degree</p> <p>HCPC and CSP registered Physiotherapist with appropriate indemnity insurance in place</p> <p>Evidence form CPD portfolio of ongoing relevant post-graduate training</p>	<p>Rebound Therapy Qualification</p> <p>Hydrotherapy Qualification</p> <p>Clinical Educator Training</p>	A
Experience	<p>Experience of working in education settings</p> <p>Experience of working with clients with severe learning disability and complex medical needs</p> <p>Experience of working with children & young people with physical and complex neurological conditions and co-morbidities</p> <p>Experience of working in a multidisciplinary team</p> <p>Experience of delivering training and/or mentoring to a wide range of audiences</p>	<p>Experience of working in NHS primary care/community services</p> <p>Evidence of supervisory experience</p> <p>Experience in managing / providing Physiotherapy for young people who have had surgical or botulinum toxin interventions.</p> <p>Experience in developing and implementing risk assessment and safe manual handling procedures and strategies for the treatment and handling of young people</p>	A&I

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	<p>Experience working directly with people from diverse racial, ethnic, and socioeconomic backgrounds.</p> <p>Experience in implementing evidence-based practice</p> <p>Experience in specialised equipment prescription for children/young people with special educational needs</p>	<p>with neurological conditions.</p> <p>Experience of working within the Mental Capacity Act</p> <p>Experience in using hands-on Musculoskeletal physiotherapy techniques to address/prevent the secondary musculoskeletal complications that develop in young people with motor difficulties</p> <p>Experience in sports for the disabled.</p>	
Knowledge	<p>Thorough knowledge of assessment and interventions relevant to specialist neurological and neurodevelopmental physiotherapy for children and young people (0-25)</p> <p>To have an understanding of clinical governance in relation to Physiotherapy</p> <p>Knowledge and understanding of a range of specialist equipment relevant to client group</p> <p>Sound knowledge of safeguarding practices and procedures</p> <p>Knowledge of current and emerging research and</p>	<p>Knowledge of different service delivery models</p> <p>Knowledge in using alternative communication strategies, such as symbols, auditory scanning, eye-pointing, Makaton signing, PODD books etc.</p>	

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	evidence based practice and approaches to treating young people with complex motor-sensory/ neurological difficulties.		
Skills and Abilities	<p>High level of skills in written and spoken English, including the ability to generate complex letters and reports.</p> <p>Presentation skills and ability to work effectively independently with individuals and groups</p> <p>Ability to prioritise own workload</p> <p>Excellent team working skills</p> <p>Understanding of own personal development and learning needs.</p> <p>IT skills (PowerPoint, Excel, Word)</p> <p>Motivation and counselling skills</p> <p>Self-motivated and able to work independently</p> <p>Flexibility, adaptability and creativity</p> <p>Able to deal with distressed clients and their relatives</p>	Experience in report-writing for EHCP and annual reviews.	A&I

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	Able to maintain effective working relationships with relevant stakeholders		
	Physically able to deliver hands-on Physiotherapy sessions to the clients on the identified caseload.		A
Other	Membership of appropriate Special Interest Group(s) Enhanced DBS Clearance		A

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