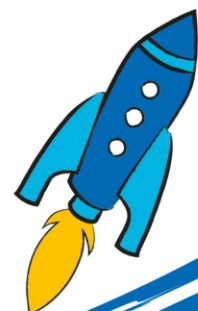
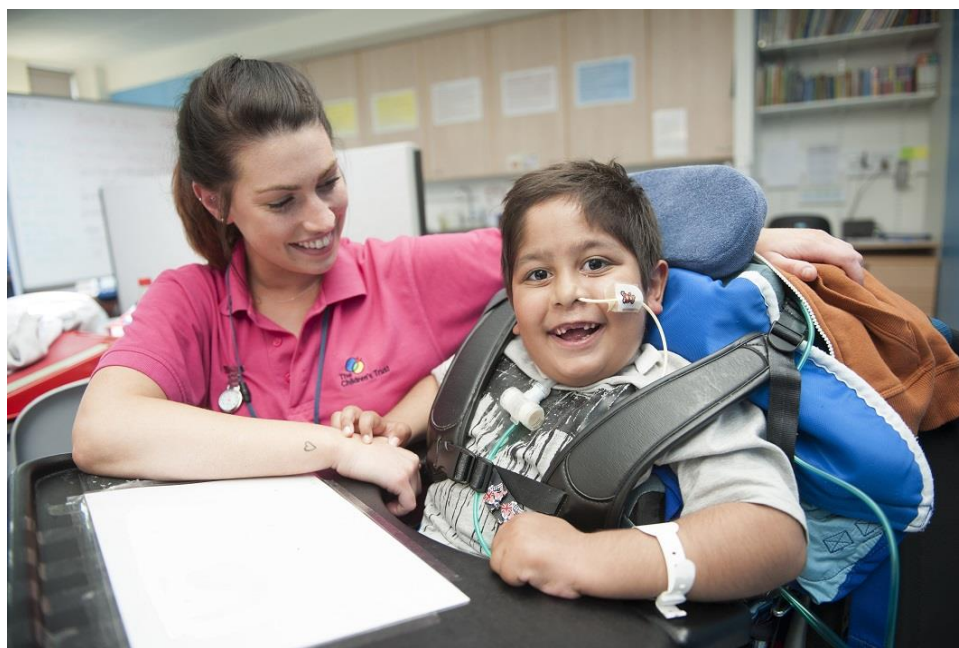


# Advanced Practitioner Assistive Technology (Band 7) Candidate Briefing Pack



Dear Candidate

Thank you for your interest in becoming our new Advanced Practitioner in Assistive Technology at The Children's Trust.

The Children's Trust is the UK's leading charity for children with brain injury. We are unique, with an international reputation for the work we undertake to improve the lives of the children and families with whom we work. We provide information and support to thousands of children with brain injury and their families annually, through education, care, therapy, and research. We provide expertise and experience in meeting the needs of children and young people with acquired brain injury, neuro-disabilities, and complex health needs.

As an Advanced Practitioner in Assistive Technology, you will report to the Head of Therapy - School. Working in collaboration with our multidisciplinary health, therapy, and education teams, you will provide clinical leadership within the area of Assistive Technology, developing and ensuring that a high quality, evidence-based service is delivered across The Children's Trust.

This is a chance for an outstanding candidate to make a significant and lasting difference to the lives of thousands of children and families.

Kind regards

**Katy Buche**  
**School Therapy Lead**

# The Charity

The Children's Trust is the UK's leading charity for children with brain injury and neurodisability.

The charity provides rehabilitation, medical care, special education, community services and expert information.

Our key services are:

- Rehabilitation for children with Acquired Brain Injury (ABI)
- A non-maintained special school, with associated residential houses for children with complex education, health, therapy, and care needs
- Support for children with ABI and their families in the communities across the UK, through our Brain Injury Community Services.
- Online information and support via our publications and [braininjuryhub.co.uk](http://braininjuryhub.co.uk)

Our residential services based at our national specialist centre in Tadworth, Surrey, work in partnership with the NHS and local authorities to provide a step-down pathway of care between hospital and home. The centre is entirely child and family focused to ensure that their needs are appropriately supported.

In the community, we provide clinical support to complement local services and give children and young people with ABI the best chance of succeeding at home and in school.

We are the only paediatric centre with a national specialised commissioning contract (through NHS England) to provide brain injury rehabilitation for children with severe brain injury. Our other services are funded through local health commissioners (such as clinical commissioning groups), social care and education authorities, together with the millions raised through voluntary fundraising.

Thanks to the generosity of The Children's Trust's supporters, our 24-acre Tadworth site features a modern hydrotherapy pool, accommodation for parents, specially adapted equipment, a nature trail, and soft play areas.



We run a non-maintained special school for children with complex education, health, therapy, and care needs with associated residential houses. The Children's Trust School supports children and young people from 2 - 19 years old and is dual-registered with the Care Quality Commission (the school residential houses) and Ofsted Education.

The Children's Trust is a charitable organisation with approximately 750 committed staff and over 1,000 volunteers with a range of expertise across nursing and care, education, therapy, operations, and centralised support functions such as finance, HR, fundraising and communications. A number of these staff are based off site around the UK in our charity shops.

# The Children's Trust School

At The Children's Trust School our aim is to provide **high quality education** and **expertise** to meet each pupil's **individual special needs** and to **celebrate** all achievements in a happy environment.

As a non-maintained special school, we pride ourselves on seeing each individual as a **'whole'** and delivering **integrated, holistic education**, therapy, and care for pupils with profound and multiple learning difficulties. We provide **day** and **residential** education for pupils aged 2-19 years old. For children with disabilities aged 0-5 years we also offer **'Taddies'**, a weekly run **parent** and **child** group that offers **support** and planned opportunities to learn through sensory **play** and **fun!**

We offer **individualised learning opportunities** relevant to each pupil to support the development of their **communication**, language and literacy skills, their cognitive development, **physical skills**, **environmental control**, and **social, emotional, and personal well-being**. We focus on developing pre-intentional learning to intentional and formal stages, with an aim of supporting pupils to develop a **sense of agency** and understanding of the world around them.

Our services include **play therapy**, **music therapy**, **physiotherapy**, **occupational therapy**, **speech and language therapy**, **paediatric nursing**, and access to **health services**, including **GPs**, **consultants**, and **clinics**, such as orthotics. We aim to provide the best educational opportunities, and unparalleled expertise in order to deliver significant outcomes.

## Want to find out more?

**Visit:** [thechildrenstrust.org.uk/school](http://thechildrenstrust.org.uk/school)

The Children's Trust School  
Tadworth Court,  
Tadworth, Surrey,  
KT20 5RU

01737 365 810

[school@thechildrenstrust.org.uk](mailto:school@thechildrenstrust.org.uk)

[thechildrenstrust.org.uk](http://thechildrenstrust.org.uk)

[facebook.com/childrenstrust](https://facebook.com/childrenstrust)

[twitter.com/childrens\\_trust](https://twitter.com/childrens_trust)

[instagram.com/childrens\\_trust](https://instagram.com/childrens_trust)

Registered charity number 288018.



## Job Description

<b>Job Title</b>	Advanced Practitioner Assistive Technology
<b>Reports to</b>	School Therapy Team Lead
<b>Direct reports</b>	None (N.B. Will be required to act in a supervisory capacity for junior therapists, support staff and students)
<b>Level</b>	Specialist (Band 7)
<b>Location</b>	Tadworth, Surrey
<b>Salary</b>	£50,655 – £57,158 per annum, pro rata and dependent upon experience
<b>Hours of Work</b>	22.5 hours per week (0.6 FTE)
<b>DBS</b>	Enhanced with Children's & Adult's Barred List

## Job Purpose

The role of Advanced Practitioner is to provide a high quality, evidence based assistive technology service, promoting participation, communication and interaction for children and young people accessing The Children's Trust Therapy Services. Additionally, you will develop and deliver the service, in collaboration with multidisciplinary health, therapy and education teams.

Our service delivery aims to promote outcome focussed interventions, safe care, function, and participation, of children and young people accessing home, school, and community life. You will provide clinical leadership within the area of assistive technology, across the therapy service, ensuring the delivery of child and family focused goal led interventions at a highly specialist level, for children and young people accessing The Children's Trust School and in-patient neurorehabilitation services.

## Duties and Responsibilities

### Clinical Skills and Responsibilities

- Lead the provision of high quality, evidence based assistive technology interventions, for children and young people attending The Children's Trust School and receiving in-patient neurorehabilitation.
- Provide clinical leadership to the Assistive Technology Team, identifying service priorities, service delivery methods and standards of practice.
- Provide assessments for complex augmentative and alternative communication (AAC) systems
- Identify service needs for AAC and selection of appropriate hardware, software, access, and mounting options, as per organisational policies and procedures.
- Understanding of mainstream technologies in specialist support, assistive technology, and computer access.

- Knowledge of environmental control and powered mobility.
- Lead in the design and implementation of communication and technology resources.
- Maintain and disseminate specialist knowledge of eye-gaze control and the use of eye-tracking, within clinical assessment and management.
- Develop therapy goals, plans and methods, in collaboration with the child and family/carers, as well as the Multidisciplinary and Education teams, founded upon evidence-based practice.
- Be an autonomous Practitioner, with responsibility and overview for Assistive Technology interventions, and maintaining relevant records and reports.
- Work closely with all members of the Multidisciplinary Team, as well as the child and family, to provide a fully integrated approach to the overall management of the child. This will include any home/school visits, professional child related meetings and/ or appointments, as required.
- Identify and utilise specialist assessments and relevant outcome measures, for children/young people receiving assistive technology interventions.
- Work flexibly across site as needed e.g. with the team in the Children's Trust School
- Work flexibly in terms of hours, in order to meet the needs of the service, including an early evening (weekly) and one weekend day, per calendar month.
- Represent the Therapy Team and The Children's Trust when appropriate, deputising for the Team as required.
- Undertake specialist assessments, externally responding to national and international requests.
- Act as the Lead Professional for complex case management and coordination, as and when required.
- Actively participate in, support and Chair relevant Multidisciplinary Team meetings, as and when required.
- Undertake other or additional duties that are within your skills and abilities, as the organisation may reasonably require from time to time.

### **Communication**

- Communicate effectively with children/young people, applying the principles of consistent communication.
- Embed effective communication guidelines across site and 'communication standards' for children and young people with PMLD.
- Facilitate effective communication with families and members of the Multidisciplinary Team.
- Recognise barriers to communication and be able to reduce these as appropriate.
- Communicate regularly and effectively with the Heads of Therapy.
- Maintain clear and concise documents and records, in accordance with The Children's Trust policies.
- Ensure documents are managed confidentially at all times.
- Attends regular meetings with the Multidisciplinary Team to discuss individual children/young people and service development in general, as required e.g. reviews, case conferences, parents' evenings, clinics, etc.
- Manage informal complaints, in line with The Children's Trust policies and contribute to the resolution of written complaints and as they occur, taking immediate action where necessary.

- Develop and promote relationships with external networks, including professionals, stakeholders, and specialist centres, in order to ensure excellence of care, whilst representing the organisation and reflecting The Children's Trust core values.
- Be able to discuss challenging and emotive subjects with families and children/young people, regarding long-term needs and possible outcomes.

### **Management of Self and Others**

- Provide day-to-day leadership, support and supervision for junior staff, technicians, volunteers, and students, within area of responsibility, providing direction, motivation, and support to achieve key objectives.
- Participate in the annual Performance Development Review and monthly supervision sessions, as required by The Children's Trust, both as Appraiser and Appraisee.
- Advise the Head of Therapy, regarding resources and equipment needs, including shortfalls.
- Manage time effectively, prioritising, and delegating work, as required.

### **Governance**

- Read and implement all policies, procedures, and risk assessments, pertinent to working practice and keep up to date with changes as and when they occur.
- Critically evaluate practice through clinical audits and by appraisal of the information gained, in combination with current knowledge of evidence-based practice; identify opportunities for service improvement and development.
- Recognise and critically appraise situations where the effectiveness, efficiency and quality of the service are compromised and take appropriate action to resolve the situation.
- Critically reflect on own performance and that of other staff; use this evaluation to enhance the effectiveness, efficiency, and quality of future practice.
- Actively participate in local clinical governance activities.

### **Professionalism**

- Meet relevant HCPC and professional body standards, with respect to professionalism and to keep up to date with any changes.
- Be responsible for maintaining registration with HCPC and other relevant Professional Bodies.
- Takes action and raises concerns.
- Adhere to the policies and procedures of The Children's Trust.
- Maintain professional boundaries and professionalism at all times.
- Committed to demonstrating the organisations values and behaviours at all times.

### **Career Long Learning, Education and Research**

- Undertake all mandatory training, in line with The Children's Trust policy.
- Prepare appropriately for Performance Development Reviews; identifying learning objectives and setting targets, as well as opportunities for professional development, in order to meet Continuous Professional Development requirements.
- Independently advance personal knowledge, understanding and skills, in line with identified learning needs, by making appropriate use of a variety of learning and development

resources and opportunities, e.g. by attending courses/ lectures, contact and involvement with relevant special interest groups, and/ or visiting other departments.

- Lead the Continuous Professional Development in area of specialism and key responsibilities.
- Active membership role in The Children's Trust Research Committee, contributing to research priorities.
- Take an overview of assistive technology research priorities and projects.
- Submit research Abstracts/ Posters to both local and national conferences, disseminating the work of the assistive technology team externally.
- Continuously update knowledge surrounding external practice environments and highlight any issues that may impact upon existing service delivery, policies, and procedures.
- Participate in and co-design in-service competency training programmes and teaching sessions, as appropriate.
- Design and deliver external training in the specialism of Assistive Technology, on behalf of The Children's Trust.

### **Limits of Authority and Problem Solving**

- Make day-to-day decisions regarding case load and consultations.
- Sign-off items within agreed budget amount.
- Formal, monthly supervision of junior colleagues.
- Support the Heads of Therapy in the delivery of an effective Therapy Service.
- Deputise for Heads of Therapy, as and when required.
- Support recruitment processes (as requested by the Head of Therapy) and ensure Succession Planning for the service.
- Any other duties, as required and deemed appropriate.

### **Health and Safety**

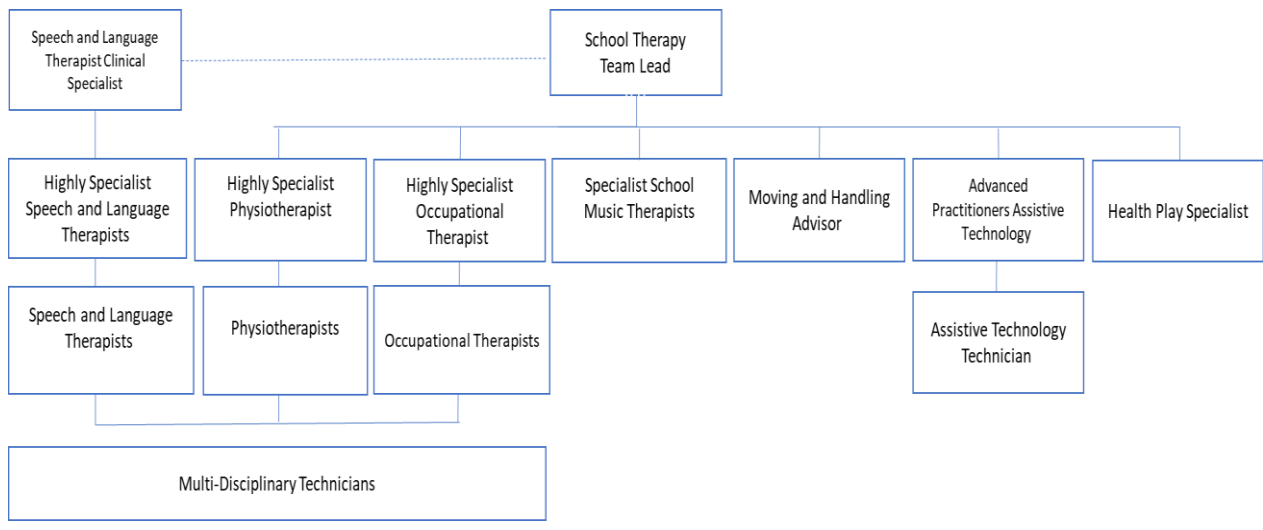
- Adheres to all Health and Safety guidelines, principles, and regulations to perform your role and comply with The Children's Trust policies and procedures.
- Provide evidence of all vaccinations (or medical exemption) required for the post.
- Adhere to manual handling procedures and complete mandatory manual handling training.
- Promotes the health and safety of others.
- Uses the incident reporting and risk assessment system (IRAR), to identify and report risks and incidents/actions if directed.
- Responsible for identifying and mitigating risk within the work environment.

### **Wellbeing and Emotional Resilience**

- Maintains a positive approach and outlook when dealing with change and overcoming challenges and problems.
- Recognises own limitations, develops realistic goals, and uses support network resource when or if necessary.
- Treats challenges and problems as a learning experience.
- Remains organised and focused when under pressure.
- Responds appropriately and effectively to all constructive feedback.
- Motivates self and others.



# Organisation and Structure



# Person Specification

Selection Criteria	
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in relevant Therapy Discipline: <b>Essential</b></li> <li>• HCPC Registration: <b>Essential</b></li> <li>• Member of Professional Body: <b>Essential</b></li> <li>• Maintained portfolio of Continuous Professional Development, in-line with regulatory body standards: <b>Essential</b></li> <li>• Postgraduate Diploma or Masters (or currently enrolled/ near to completion): <b>Desirable</b></li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Minimum of five years clinical experience post qualification: <b>Essential</b></li> <li>• Experience of working with children/young people with acquired brain injury/ neuro-disability with associated physical, cognitive, learning, and/or sensory deficits: <b>Essential</b></li> <li>• Experience of working as part of a multidisciplinary team: <b>Essential</b></li> <li>• Experience of working with families: <b>Essential</b></li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Clinical assessment and intervention skills, relevant to children and young people with neurodisabilities, in the area of Assistive Technology and AAC: <b>Essential</b></li> <li>• Analytical and creative problem-solving skills in unpredictable situations (synthesising a variety of evidence) and presenting this in a relevant and appropriate format e.g. reports / presentations: <b>Essential</b></li> <li>• Workload management, including delegation of tasks and day-to-day team leadership: <b>Essential</b></li> <li>• Ability to supervise/manage others and enable development of their skills: <b>Essential</b></li> <li>• Competent IT skills, in order to collect and interpret data, present reports and compile presentations in a range of contexts: <b>Essential</b></li> <li>• Ability to work flexibly, in order to meet the needs of the service, including an early evening (weekly) and one weekend day, per calendar month (N.B. there is no "On Call service" required): <b>Essential</b></li> <li>• Advanced verbal, non-verbal and written communication skills, including communicating complex or potentially distressing information to parents/carers and managing conflict when appropriate: <b>Essential</b></li> <li>• Risk assessment skills: <b>Essential</b></li> <li>• Reflective Practice skills – able to give clear and effective feedback and support others in their development: <b>Essential</b></li> <li>• Ability to take an oversight and leadership of clinical audits, within specialist clinical area: <b>Essential</b></li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• In-depth knowledge of mainstream technology, AAC, eye-gaze, powered mobility, and environmental control: <b>Essential</b></li> <li>• Selection of appropriate devices, software, techniques, or strategies to support communication, access to the curriculum, play and leisure: <b>Essential</b></li> <li>• Knowledge and understanding of safeguarding children and young people with complex disabilities: <b>Essential</b></li> <li>• Competent skills in Microsoft Word, Excel, and PowerPoint: <b>Essential</b></li> <li>• Knowledge of current research, clinical audit, and service evaluation methods: <b>Essential</b></li> <li>• Knowledge of service improvement and change management: <b>Essential</b></li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to cope with working in a demanding environment: <b>Essential</b></li> <li>• Flexible and 'can do' attitude towards competing workload commitments: <b>Essential</b></li> <li>• Highly motivated and reliable: <b>Essential</b></li> <li>• Commitment to the vision and values of The Children's Trust: <b>Essential</b></li> </ul>

## Safeguarding

The Children's Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment.

Many roles at The Children's Trust are exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974, by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) and as such, are subject to an Enhanced DBS check. Successful applicants will be required to complete an Enhanced Disclosure & Barring Service (DBS) check.

The exceptions to this are our retail roles within The Children's Trust shops, which are subject to Basic DBS checks.

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the [Ministry of Justice website](#).

## Equity, Diversity & Inclusion

At The Children's Trust we recognise how important it is to have leadership that reflects the children, young people, and families that we support. We also recognise that staff, comprised of a range of skills, backgrounds and experiences will help us to better understand the needs of those we support, and how we can best represent their interests.

We, therefore, particularly welcome applications from disabled people, individuals from diverse ethnic backgrounds and those from other under-represented groups.

The Children's Trust is committed to achieving equity, diversity, and inclusion (EDI) across all levels of the organisation. For further information, see: <https://www.thechildrenstrust.org.uk/about/statement-equity-diversity-Inclusion>

# Our Promises

Our Promises capture our strengths and aspirations. They guide the way we act, interact, and come together to achieve our goals. The journey we took to reach our Promises has been an important one. A highly collaborative and iterative process that has seen each word shaped by our people – our volunteers, employees, partners, trustees, and suppliers. Perhaps most importantly, at the core of this process are our children, young people, and their families. This journey has given us a critical opportunity to give children and young people a voice. As a result, our Promises have been genuinely enriched by them. That's because how we work and carry out our role is as important as what we do, and that's why as part of The Children's Trust, we all need to live by our five Promises.

