AGENDA FOR CHANGE
CARE AND LEARNING
JOB DESCRIPTION

The Highland Council
Comhairle na Gàidhealtachd

1. JOB IDENTIFICATION

Job Title: Occupational Therapist - Band 6

Reports to: Occupational Therapy Team Leader

Section: Care and Learning

Department: Highland Council

Job Reference:

No of Job Holders: 4

Last Update: April 2017

2. ORGANISATIONAL POSITION

ASN
CARE AND LEARNING

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PRINCIPAL OFFICER
AHP'S
HIGHLAND COUNCIL

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CHILDREN'S
OCCUPATIONAL THERAPY
TEAM LEADER

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BAND 6 OCCUPATIONAL
THERAPIST

3. JOB PURPOSE

The post holder will:
Provide an efficient and effective, community based, Occupational Therapy service to children and young people on their personal caseload, in the most appropriate location e.g., home, clinic, nursery, school either virtually or in person. This will necessitate working closely and collaboratively with the child/young person, parents/carers, and colleagues from within the umbrella of Health and Social Care within Highland Council.
Take an active part in skill sharing both virtually and in person with children and young people, parents and carers, education staff, colleagues and other partners to the team around the child/young person.
Critical appraisal, audit and research techniques should be used to ensure the service is underpinned by the principles of clinical effectiveness.
Take an active part in developing the service, which will include having a key role and focus on Neurodevelopmental conditions, with the remit of informing and supporting the other members of the Children's Occupational Therapy Team and in the provision and ongoing development of this element of the service.
Take an active part in quality improvement within the Occupational Therapy and wider AHP service to improve service delivery.
Actively participate in supervision and support, where appropriate providing supervision and support to other staff and Occupational Therapy students.

4. DIMENSIONS

The post holder will:

Ensure the provision of an equitable community based service to children, young people and their families who have identified concerns that we become aware of. You may be required to travel, although there are many aspects of the post that will be able to be carried out virtually.

The geographical area and caseload covered may be altered to meet the needs of the service at the discretion of the Occupational Therapy Team Leader (Children and Young People) in discussion with the post holder.

Actively manage the caseload for the specific geographical area through allocation, transfer to caseload and discharge. Carry a caseload of 40 – 50 children and young people, per whole time equivalent, depending on the workload generated.

You may be asked to supervise a Band 5 Occupational Therapist. We also work alongside AHP Support Practitioners who you may delegate work to, and supervise.

We offer placements to Occupational Therapy students and have a team approach to providing a positive learning experience for them.

Provide a service to children and young people who have a wide and diverse range of conditions and difficulties, which impact on their functional ability, eg physical disabilities, Neurodevelopmental difficulties, life-limiting conditions, etc.

Work as an autonomous practitioner, providing the service as they deem appropriate, in accordance with the Occupational Therapy Team's Request for Service Policy, Service Level Framework and Standard Operating procedures and when necessary, in consultation with the Occupational Therapy Team Leader.

Have the ability to work both independently, and alongside colleagues as part of the team.

Work co-operatively and collaboratively, sharing skills and knowledge with the other members of the Children's Occupational Therapy Team, sharing skills, knowledge and expertise to ensure the best possible Occupational Therapy service is provided Highland wide

Work in a collaborative way with other professionals and agencies involved with children, young people and their families, in Highland, to ensure the best possible service.

Travel throughout the geographical area, to provide the service in the most appropriate location. Which may necessitate working a flexible working pattern, including travelling out with normal working hours and overnight stays away from home.

Travel as required to attend appropriate clinical meetings, study days, etc which may necessitate overnight stays away from home.

5. ROLE OF TEAM

To provide an Occupational Therapy Service to children and young people, along with their families, living in Highland, who have significant difficulty with their functional performance in the occupations of childhood, which include play, leisure, self care and education. Significant difficulty can be described as; when a child is developmentally and cognitively ready to carry out a task and is motivated to do so, however is unable to due to neurological, musculoskeletal, or environmental reasons.

We are an Integrated Team that provide a whole service to all aspects of the child/ young persons needs / therapeutic intervention including Equipment and Adaptations There are also a considerable number of children and young people who have Neurodevelopmental difficulties as part of a range of conditions which impact significantly on their functional performance and behaviour, who benefit from occupational therapy.

Enhancement of functional performance facilitates independence, academic achievement and self-esteem; We are part of Childrens ServicesHealth and Social care service working to the principles of the Highland Practice Model and working actively to the AHP Ready to Act process.

Children and young people with Neuro developmental conditions make up approximately 60% of those referred to the team. Other conditions within a caseload are varied across the population, including Cerebral Palsy, ADHD, ASD and developmental delay.

To be proactively involved in appropriate activities, which will develop and enhance the overall service provided to children and young people in Highland, eg the implementation of national policies, steering groups which influence service provision in Highland in collaboration with other services across Scotland.

To be proactively involved in professional activities, such as Quality improvement which supports clinical effectiveness, evidence-based practice and continuing professional development, therefore impacting positively on the service the Children's Occupational Team provides.

6. MAIN TASKS, DUTIES & RESPONSIBILITIES

Clinical

The post holder will:

- Work autonomously, being professionally and legally accountable for all aspects of their clinical work.

- Accept Requests from the team around the child and parents/ carers, they will be processed centrally and allocated in accordance with the Services Occupational Therapy Team, Request for Service Policy and Procedure. Delegating to Band 5 OT where appropriate.

- Be responsible for and manage their allocation list and caseload, prioritising as necessary, in accordance with the Children's Occupational Therapy Team, Service Level Framework, informing the Children's Occupational Therapy Team Leader of any potential pressures, difficulties or service development needs.

- Plan and arrange all appointments, taking into consideration and making judgements concerning; the needs of the child/young person and their family, the frequency of intervention, the time taken to travel and the need to provide the equitable service across the caseload and waiting list.

- Assist in the diagnosis of a child or young person's condition through specialist and specific Occupational Therapy assessment, using sound clinical reasoning skills, requiring the processing and analysis of complex data and information from a number of sources.

- Assess a child or young person's functional performance, using advanced clinical reasoning skills, requiring the processing and analysis of complex data and information from a number of sources and make recommendations regarding:

    - future occupational therapy intervention
    - Referral/ request to other professionals and agencies
    - assessment for/provision of specialist equipment
    - adaptations to home and/or school environment
    - strategies to support child or young person develop their functional skills and independence.

- Provide detailed written reports, which make clear next steps/ recommendations. The content of the report, recommendations and circulation list must be agreed with parents. Make information available and contribute to the Child Plan where appropriate.

- Plan and implement direct Occupational Therapy intervention in accordance with the Children's Occupational Therapy Team Protocols, using specialist knowledge base and experience. Intervention must be underpinned by Goals agreed with child/young person and parents/carers and shared with other professionals and agencies as appropriate and may include:

    - Treatment sessions, which may be continued/supported by an AHP support Practitioner where available and appropriate
    - Developing supportive strategies to empower children and families to manage their difficulty. – Universal and Targeted interventions
    - identifying specific problem solving strategies to support the child/young persons functional performance and independence and give training/advice/support in the implementation of the strategies
    - assessment for and recommendation of specialist equipment to support the child/young person in all appropriate environments, including training/advice/support in the use of the equipment
    - participate in moving and handling risk assessments, giving expert professional advice pertinent to a particular child/young person at school and Home
    - assessment for and in some cases provision of orthosis to support child in their functional performance and to reduce the risk of deformity.
- Undertake intervention in a variety of settings, face to face or virtually in schools, homes and often out with NHS/council premises, carrying out environmental risk assessments and making any necessary adjustments.
- Plan and support indirect Occupational Therapy intervention, through the use of workshops/ training followed up by those out with the Occupational Therapy Team, eg parent, Pupil support, respite carer etc.
- Intervention must be underpinned by clear objectives, agreed with child/young person and parents/carers and shared with other professionals and agencies as appropriate.
- Train, empower and advise those carrying out indirect Occupational Therapy intervention e.g. parent, pupil support assistant, respite carer, reviewing their ability as required.
- Review, evaluate and implement change to Occupational Therapy intervention, including making autonomous professional decisions regarding discharge from Occupational Therapy.
- Carry out all clinical work within The Highland practice model, which includes the child/young person parents/carers and colleagues from the NHS and other agencies including the voluntary sector.
- As individuals, to be a proactive and key member of the multi-agency and interdisciplinary team around the child/young person and their family.
- Participate in active Improvement work in conjunction with service needs
- Support other Agencies to carry out their statutory duties, by providing expert professional advice and information both generally and pertinent to a specific child, eg

    - Education, Additional Support for Learning Bill
    - Education and Social Work Services, Health and Safety, with specific emphasis on Moving and Handling
    - Education, Disability Discrimination Act
- Undertake all clinical work with due regard to appropriate policies, guidelines and legislation, eg
    - Child Protection
    - Health and Safety
    - Infection Control
    - Risk Management
- Undertake all clinical work with due regard to current best practise/clinical effectiveness and Children's Services Occupational Therapy Team Service Level Framework and Protocols. Using critical appraisal skills where necessary.
- Work closely with colleagues in Education and Social work to support child/young person's Child's Plan and Individual Education Programme.
- Attend relevant meetings regarding children/young people on caseload eg Child's Plan Meetings, education liaison meetings, respite care meetings etc.
- Act as an informal advocate for a child/young person and their family, when appropriate.
- Keep Occupational Therapy Records on all children on caseload, in accordance with the College of Occupational Therapy Standards.
- Participate in Record Audit
- Provide legal reports and attend court as requested. Acting as an expert witness in some cases.
- Actively participate in and demonstrate Continuing Professional Development, including awareness of Managed knowledge network and developing areas of clinical interest.
- Develop a high level of specialist knowledge and expertise in an identified clinical area, within the specialist field of Children's Occupational Therapy, acting as a lead and support for other team members. Eg, Sensory Processing, Specialist Seating, Cognitive approaches to intervention etc.

7A EQUIPMENT AND MACHINERY

The post holder will:

- On a daily basis assess for, recommend and provide a comprehensive range of specialist equipment to support the child/young person's function in different locations, adjusting appropriately for the individual child/young person and regularly reviewing its ongoing suitability. Types of equipment may include:

    - Mobile hoists and slings
    - Wheelchairs/buggies
    - Functional seating
    - Leisure seating
    - Sleep systems
    - Bath aids
    - Toilet aids
    - Feeding and drinking aids
    - Writing aids, e.g. angle boards, pencil grips etc.
- On a daily basis use standardised and non-standardised materials and equipment in a competent manner, to carry out initial and review assessments, including those which assist with diagnosis.
- On a daily basis, use in a safe manner, equipment required to carry out intervention. Types of equipment may include: Toys , Postural equipment.
- On a daily basis, use a computer for communication via e-mail, accessing database, accessing information/advice, Microsoft Teams, |Attend Anywhere, electronic record keeping etc. Working with NHS and Council systems
- On a daily basis, navigate and be able to independently travel in a safe and competent manner across Highland.
- On a monthly basis use video camera and digital camera for assessment and training.
- On a monthly basis use IT programs for presentations.

7B SYSTEMS

The post holder will:

- Use an electronic diary system effectively to manage their day to day work and to plan ahead both in the medium term and in the long term.

- In line with lone worker policy complete a weekly time sheet/ accurate uodate of diary. This allows contact regarding urgent messages, accurate information to those trying to contact and contributes to supporting lone working.

- Complete Data collection Systems and Database updates on a regular basis

- Gather information from Medical Records.

    - Create and maintain Occupational Therapy records on all children on their caseload in accordance with The College of Occupational Therapists' Standards and in line with Occupational Therapy Team guidance.

    - Complete the Children's Occupational Therapy Data Collection process, in a timely way ensuring accurate data can be retrieved as required.

    - Complete Expenses Forms, monthly and forward them through My View to the Occupational Therapy Team Leader.

    - Complete Study Leave Forms as necessary and forward to the Occupational Therapy Team Leader

    - Complete Accommodation and Travel Request Forms as necessary and forward to the Occupational Therapy Team Leader.

    - Report accidents and incidents via the Datix Risk Management System and discuss with Occupational Therapy Team Leader.

    - Complete Annual/study/ sickness Leave Forms as necessary and forward to Occupational Therapy Team Leader. Ensure team leader aware of sickness, TOIL and unplanned absences. .

    - Complete Loan Equipment Forms and forward to Store Person/education to ensure database is kept up to date.

    - Complete Equipment Request Forms to request orders, with clear clinical reasoning and costings and forward to Occupational Therapy Team Leader.

    - Comply with any other requests from the Occupational Therapy Team Leader process other information.



8. ASSIGNMENT AND REVIEW OF WORK

The post holder will:

- Have professional and clinical autonomy, based on their specialist professional knowledge and experience, whilst working within the parameters of the Children's Services Occupational Therapy Team's service.

- Be allocated a caseload through regular team meetings. In consultation with their supervising Occupational Therapist, manage their allocation and caseload, prioritising as necessary and informing them of any potential pressures and difficulties through use of caseload management tools and discussion
- Review their clinical work performance through the team's clinical support system and supervision with their supervising Occupational Therapist.

- Review their clinical work performance through skill sharing, linking with Managed knowledge Network skill sharing with team colleagues and supervision with the Children's Services Occupational Therapy Team Leader.

- Participate in Personal Development Plan and Review, maintaining records and annually reviewing with the Children's Occupational Therapy Team Leader.

- Seek support and advice whenever necessary from the most appropriate person.

9. DECISIONS AND JUDGEMENTS

The post holder will:

- Work for a high percentage of the time in clinical isolation, e.g. in clinics, nurseries, schools, homes, respite care or leisure facilities; making judgements and decisions without the immediate support of colleagues and the Children's Services Occupational Therapy Team Leader.
- Accept Requests and concerns in accordance with the Children's Services Occupational Therapy Team's SOPS and Procedure and Service Level Framework.
- Manage the allocation list and caseload for a specific geographical area, delegating to a Band 5 OT where appropriate, in accordance with the Children's Occupational Therapy Team's priorities and Service Level Framework.

- Manage their personal work schedule on a daily basis and in the longer term, making independent decisions with regard to priorities and response to unexpected situations and demands.

- Provide therapeutic intervention in accordance with Children's Services Occupational Therapy Team Service Level Framework and Protocols.

- Make independent judgements and decisions on a daily basis, following assessment, regarding appropriate intervention, based on professional expertise and experience. Taking into account other relevant factors concerning the child/young person and their family.

- Make independent judgements and decisions on a daily basis, during the provision of direct therapeutic intervention, using professional expertise and experience, adapting therapeutic intervention as required.

- Recognise personal limitations in the provision of patient care and seek support from other members of the team or refer to other professionals/agencies.

10. MOST DIFFICULT/CHALLENGING PARTS OF THE JOB

- Supporting families appropriately at times of stress/ bereavement, whilst dealing with your own emotions.

- The constant need to be adaptable and flexible on a daily basis, depending on the changing needs of the children/young people and their families.

- Carrying out assessments and therapy in the community, where there is little control over the environment, which can be unpredictable, eg limited space, extraneous noise, constant interruptions.

- Working in the community/ virtually without the immediate support of colleagues, especially when emotionally charged situations occur.

- Dealing sensitively and positively with the unrealistic expectations of families, colleagues and other agencies.

- Ensuring effective, collaborative, multi-agency working, where agencies have a different ethos, model of working and priorities etc.

11. COMMUNICATIONS AND RELATIONSHIPS

The post holder will:

- Communicate at all times taking into consideration confidentiality and data protection.
- Communicate effectively with children and young people of various ages ranging from 0-19 years in order to develop a therapeutic relationship and engage them in the assessment and treatment process.

    - Use a range of communication styles both verbal and non-verbal, to engage with children and young people who have barriers to the normal channels of communication.
    - Provide information, both verbal and written, in a style and format they will understand and "engage with/take on board"
    - Using negotiating and counselling skills to explore and agree issues

- Communicate effectively with parents and carers in order to develop a working partnership/relationship.
    - Use a range of communication styles both verbal and non verbal, including excellent listening skills, according to situation:
        - eliciting sensitive, personal or emotionally charged information to form an accurate view of the child's functional ability
        - communicating sensitively and with empathy
        - giving potentially contentious information e.g. regarding a child's potential functional ability or the potential for Occupational Therapy to improve this
        - providing a counselling role
        - responding when challenged e.g. when a parent has an unrealistic view of their child's potential
        - family dynamics
        - purpose, eg empower, persuade, motivate

    - Provide information both verbal and written taking into consideration:
        - any specific communication needs
        - knowledge base
        - acceptance and understanding
        - complexity

- Communicate effectively with colleagues and other professionals, using a range of communication styles both verbal and non verbal to:

    - share complex information, accurately, on child/young person and family
    - elicit necessary information on child/young person and family
    - reach any agreements required, through negotiation

- Communicate effectively with colleagues to:
    - debate and agree issues around ‘best practise’
    - share appropriate information
    - gather appropriate information

- Communicate effectively to inform other colleagues and students:
    - Use a range of presentation styles according to audience and purpose:
        - lecture
        - teach
        - workshop
        - role play

    - Utilise the most appropriate medium/technology

        - Speech
        - Microsoft teams / Attend Anywhere
        - video
        - PowerPoint/ Google classrooms

12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB

The post holder will:

Physical Skill

- Carry out a wide variety of tasks requiring physical skill on a daily basis, which may include:

    - moving and handling children and young people who in some cases are unable to assist and may be unpredictable in their movements and behaviour.
    - therapeutic intervention using specific, subtle and expert handling techniques, eg SI principles, Bobath.
    - using specialised equipment
    - adapting activities
    - adapting assistive devices
    - making and adapting dynamic and resting hand splints
    - using keyboard/ IT equipment /IT packages
    - driving various unfamiliar models of cars

Physical Demands

- Carry out a wide variety of physical tasks requiring a reasonable level of fitness, on a daily basis, which may include:

    - moving and handling children and young people who may be unable to assist and may be unpredictable in their movements and behaviour.
    - moving, handling and transporting equipment of various weights and sizes, which may be bulky and awkward
    - working with children and young people at floor level for an extended period of time
    - working with children and young people at low levels for an extended period of time
    - providing therapeutic intervention with children and young people who may be unpredictable in their movements and behaviour.

- providing therapeutic intervention with children and young people which requires maintaining a static position for an extended period of time
- adapting environments, by moving items of equipment, to make them suitable
- driving long distances, on poor road conditions in inclement weather

Mental Effort

- Carry out a wide variety of tasks requiring mental effort and focused concentration, on a daily basis, which may include:

    - manage demands of caseload and waiting list, responding to priorities as necessary
    - planning and organising work schedule, managing conflicting and competing priorities
    - responding flexibly to changes in work schedule
    - judging appropriate timing of therapeutic intervention
    - planning and carrying out assessment and treatment sessions
    - carrying out assessment and treatment sessions in premises outwith the NHS, over which you have limited control, managing interruptions and the need to re-engage the child/young person.
    - carrying out assessment and treatment sessions, adapting the environment as required and responding to the child/young persons response
    - carrying out treatment sessions in the community and virtually which necessitates excellent planning skills to ensure you have all necessary equipment available
    - coming into daily contact with and responding to/dealing with children who are coughing, sneezing and drooling. On occasions being exposed to other body fluids also
    - coming into daily contact with children who are immune suppressed, making necessary decisions regarding contact and intervention
    - analysing and interpreting assessment results, contributing to diagnosis when appropriate and making clinical judgements
    - writing reports
    - interpreting and analysing complex data and information in professional colleagues reports
    - keeping up to date in clinical practice and equipment provision
    - maintaining sustained communications with a variety of individuals
    - critically appraising research papers and articles underpinning therapeutic intervention and incorporating into clinical practice where appropriate
    - representing Occupational Therapy Team on various occasions/in various situations
    - navigating, whilst driving to new locations

Emotional Demands

- Carry out a wide variety of tasks and working in various situations creating and requiring emotional demands, during the course of a working day which include:

    - working with children/young people, who have life limiting conditions, and their families
    - dealing with your own emotions, whilst supporting families at times of bereavement
    - working with children/young people and their families over an extended period of time, whilst maintaining a professional relationship
    - working with children/young people and their families in emotionally charged situations, managing potential situations of violence and aggression
    - giving children/young people and their families sensitive information
    - being aware of potential child protection issues and responding appropriately
    - responding to unexpected situations in a flexible and adaptive way
    - responding to situations of potential conflict in a non confrontational manner
    - responding to demands from others with conflicting priorities
    - carrying out home visits in compromising environments, where a potentially contentious response is required e.g. too many other people present to carry out effective therapy, too dirty to carry out therapy, dogs or other animals in the room, the risk of passive smoking etc
    - managing potential hazards when working in locations outside NHS
    - working in different environments and cultures (being a visitor)
    - being a member of a number of teams simultaneously
    - lone working, potentially with overnight stays
    - providing immediate emotional and practical support to other colleagues
    - responding to organisational change outwith your control or influence

13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB

QUALIFICATIONS, REGISTRATION and TRAINING

Essential

- Degree in Occupational Therapy or Degree Equivalent Diploma, dependent on when trained.
- Evidence of further skill development in a clinical area,
- such as Neurodevelopmental interventions, e,g Co –Op , Sensory Integration Foundation Course,
- and / or Introductory Bobath Course,
- and/or Equipment and Adaptations
- Registration with the Health Professions Council
- PVG

Desirable

- Member of the British Association of Occupational Therapists
- Member of the CYPF-BAOT

EXPERIENCE

Essential:

- 5 years, post graduate experience, working in a variety of settings
- 3 of those years working at senior level.

Desirable:

- ***previous experience working at senior level as a community based, Therapist and or Children's Occupational Therapist***

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KNOWLEDGE AND SKILLS

Essential:

- ***comprehensive knowledge and understanding of normal child development with a specific emphasis on functional abilities***

- excellent creative play skills

- excellent groupwork skills

- general knowledge of the main medical conditions impacting on a child/young persons functional abilities, with an in-depth knowledge of:

    - Cerebral Palsy
    - Developmental Co-ordination Disorder
    - Attention Deficit Hyperactivity Disorder
    - Autism
    - Muscular Dystrophy
    - Spina Bifida

- in depth knowledge and understanding of the body's sensory systems, especially the proprioceptive, vestibular, tactile, visual and auditory systems and how they impact on functional performance and behaviour through, sensory processing and sensory modulation.

- be competent in the administration and scoring of standardised assessments undertaking training where required and have a good working understanding of test design, validation, reliability and statistical analysis.

- up to date knowledge of theories which underpin therapeutic interventions and experience of their application including:

    - normal child development
    - neuro developmental
    - musculo skeletal development
    - sensory integration
    - sensory processing
    - sensory modulation
    - Cognitive approaches
    - Goal centred approach to intervention,

- up to date knowledge of therapeutic interventions and experience of their application including:

    - Approaches to support children with Motor difficulties.
    - Sensory differences and their impact on function, in Neuro developmental conditions.

- Up to date knowledge and skills in Moving and Handling.
- up to date knowledge of the specialist equipment available to support children/young people, including how to assess for, monitor and adjust them, through attending exhibitions and demonstrations and arranging assessments. Items of equipment may include:

    - mobile hoists and slings
    - wheelchairs/buggies
    - functional seating
    - leisure seating
    - sleep systems
    - bath aids
    - toilet aids
    - feeding and drinking aids
    - writing aids, eg angle boards, pencil grips etc

- a good working understanding of test design, validation, reliability and statistical analysis and be competent in the administration and scoring of standardised assessments

- up to date knowledge and experience of the application of standardised assessments used to assess:

    - motor skills, with a focus on handskills
    - self- care skills
    - general development
    - neurological maturity
    - visual motor integration
    - visual perception

- Knowledge of legislation, policies, procedures, standards etc required to carry out the job, eg

    - Child Protection
    - Moving and Handling
    - Infection Control
    - Getting It Right For Every Child
    - Highland Practice Model
    - Additional Support for Learning Bill
    - Disability Discrimination Act
    - College of Occupational Therapists Code of Ethics and Professional Conduct
    - College of Occupational Therapists Standards of Practice

- competent driving skills and a clean driving licence

- competent IT and other practical skills required to use the equipment previously listed

Desirable:

- up to date knowledge of Models of Care including:
    - Child and Family Centred
    - Team Around the Child
    - Key Worker

- **Knowledge and experience of the following therapeutic theories and techniques:**
    - Mobility Opportunities via Education (MOVE), Bobath
    - Sensory Processing
- up to date knowledge of Occupational Therapy Models of Practice and Performance Measures and their application, including:

    - Model of Human Occupation
    - Goal Setting
    - Cognitive Orientation to Daily Occupational Performance

PERSONAL QUALITIES

Essential:

- Strong professional identity
- Problem solving attitude
- Committed to team working, whilst able to work independently when required
- Ability to empathise with others
- Enthusiastic and motivated
- A good sense of humour and fun

14. JOB DESCRIPTION AGREEMENT

I agree that the above Job Description is an accurate reflection of my duties and responsibilities at the date of signing.

Job Holder's Signature: Date:

Manager's Signature: Date: