



PERSON SPECIFICATION

Post: Senior Grade Occupational Therapist Date Updated: August 2026		
	Essential Criteria	Desirable Criteria
A. Qualifications and Experience:	Candidates for appointment must: Hold professional registration on the Occupational Therapist Register maintained by the Occupational Therapist Registration Board at CORU. AND Have three years full time (or an aggregate of three years) post qualification clinical experience. AND Have the requisite knowledge and ability (including a high standard of suitability and professional ability) for the proper discharge of the duties of the office. AND Provide proof of Statutory Registration on the Occupational Therapists Register maintained by the Occupational Therapists Registration Board at CORU before a contract of employment can be issued. <u>Annual registration</u> On appointment practitioners must maintain annual registration on the Occupational Therapists Register maintained by the Occupational Therapists Registration Board at CORU.	• Minimum 1 year post qualification experience of working with families and children with a range of physical disabilities/developmental delays. • Experience of working with children 0 – 18 years and their families. • Experience and/or training in clinical supervision. • Minimum of 2 years' experience working in a children's disability service. • Experience of multi/interdisciplinary team working. • Experience of supervising students/therapy assistants.

	AND Practitioners must confirm annual registration with CORU to Enable Ireland. AND Candidates must be eligible to work in the State.	
B. Organisational and Professional Knowledge:	• Demonstrate a developed professional reasoning and behaviour with a clear understanding of the role of the Occupational Therapist working within the disability sector, specifically with a range of physical, sensory, learning disabilities and developmental delay. • Demonstrate an understanding of the models of interdisciplinary team working. • Demonstrate a clear understanding of the Social Model of Disability and a Family Centred approach in the delivery of services to people with disabilities. • Understanding and knowledge of clinical support and supervision. • Experience and knowledge of postural management. • Evidence and commitment to continuous professional development. • Knowledge of a range of assessment and intervention approaches relevant to children 0 – 18 years with a range of disabilities. • Have a working knowledge of Microsoft Office packages and service related database systems.	• Knowledge of the disability sector and related areas. • Experience/knowledge of motor learning theory, sensory integration and assistive technology. • Experience/knowledge of upper limb interventions for children with physical disabilities.
CORE COMPETENCIES C. Planning and Organising of	<i>The post holder will demonstrate an ability to:</i> • Manage a caseload including the ability to carry out assessments, interventions	

Activities and Resources:	and diagnosis to the relevant user group. • Manage the overall performance of basic grade therapists. • Provide clinical supervision to ensure the maintenance of clinical service standards and assuring quality. • Take the lead responsibility for the achievement of identified service delivery targets within the team.	
D. Judgement and Evaluation:	• Ability to understand the practices and protocol in decision-making. • Ensure decisions made are professional, ethical and consistent manner. • Recognise when further intervention in relation to decision-making is required.	
E. Professional Development and Standards in Services:	• Deliver a quality evidence based service, and report on same as necessary. • Take own initiative to move forward and show willingness to try out new ideas that add value to the organisation and service. • Demonstrate sufficient clinical skills in assessment intervention and diagnostics to meet the specific needs of the relevant caseload.	
F. Team Working:	• Mentor and act as a role model for basic grade therapists and placement students. • Participate in training and ensure all staff in the team are trained adequately in line with legal and professional standards.	
G. Leadership:	• Build credibility and portray the profession in a positive light by being professional and well informed by demonstrating determination and initiative to achieve results and improve the service.	

	• Lead and take responsibility for team projects as requested by the team co-ordinator.	
H. Building and Maintaining Working Relationships:	• Communicate at all levels within the service while ensuring that information has been appropriately disseminated and understood.	
I. Special Aptitudes and Circumstances:	• Pro-active approach to overall performance. • Innovative and creative. • Person-centred philosophy. • Child and family focus. • Flexibility, adaptability and openness to change. • Willingness to embrace service developments and changes.	