PERSON SPECIFICATION

Post: Senior Grade Occupational Therapist **Date Updated:** November 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**	*The post holder will demonstrate an ability to:* • 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.	