



# Physiotherapist - Application Pack

St Rose's School, St Martin's Post 19  
& St Rose's Nursery

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Charity No. 271922



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Dear Candidate,

Thank you for your interest in the role of Maternity Cover Physiotherapist at St Rose's/St Martin's College.

I am very pleased that you are interested in working for us and hope this recruitment pack provides you with all the necessary information that you may need at this stage in the recruitment process.

We are extremely proud of what we are able to offer our students. The education, therapy and care staff work closely to ensure the best outcomes for our children and young people. Everyone at St Rose's and St Martin's strives to ensure the provision we offer gives our students a rich curriculum and learning experience tailored to suit their individual needs so that they can achieve their learning potential.

Our vision is to be an exceptional specialist school and college delivering the highest quality of education, therapy and care for children and young people to enable them to achieve their maximum independence and develop as valued members of society.

We are ambitious about equality, diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description.

St Rose's is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact Katherine Marchant, Lead Therapist at [katherine.marchant@strose.org.uk](mailto:katherine.marchant@strose.org.uk) for further information. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Visits are warmly welcomed. If you would like to visit or have an informal chat about the role, please contact our school office on 01453 763793 to arrange a suitable time to meet either before, after or during the school day

Yours sincerely



Sheila Talwar  
Principal

### **St Rose's**

St Rose's is the organisational name in which St Rose's Special School, St Martin's College and Residential Care sits within, working on the same site and sharing some facilities.

### **St Rose's School**

St Rose's offers education to children and young people in early years (ages 2–5); main school (ages 5-16) and sixth form (ages 16-19). We believe in education without barriers and, accordingly, each child/ young person follows an individual curriculum that is adapted and modified to suit their needs. This is delivered in a range of facilities, some of which are dedicated to the specific provision, and some that are shared. Students also benefit from partnerships with other providers (including mainstream schools and FE colleges).

Staff across the organisation are committed to helping every child and young person learn and achieve; they seek to provide opportunities that allow each to be challenged to develop their full potential and acquire their own sense of independence. A key aspect of St Rose's provision is the way that staff work 'seamlessly' together to refine their approach with each student. Our curriculum provision is constantly being evaluated and student progress monitored so that we can be confident that we are providing the best experience for each child/ young person. ICT (information communication technology) provides an important range of tools to support this, and staff are skilled in helping students learn to use assistive technologies to maximise their learning and progress.

Student progress and achievement is shared with parents and professionals (where appropriate) in a range of ways including Individual Plans (a document combining an Individual Education Plan and an Individual Therapy Plan); care plans; person-centred annual review meetings; parents' consultations, written reports and a home-school communication book. Parents and carers play an important part in helping their son/ daughter to achieve their potential and are encouraged to be in regular contact with staff so that the changing needs of each young person can be addressed. A parents' forum and focus group both offer important channels of communication.

### **St Martin's College**

At St Martin's our aim is to develop the skills and knowledge our students need for the future so that they can lead fulfilling lives in their long-term destinations and our personalised approach ensures our students prepare for adulthood and achieve as much independence as possible.

There is a strong focus at St Martin's on making the college experience an enjoyable one whilst enabling our students to develop life skills and independence. We want them to benefit from everything on offer and our activities are student led whenever possible.

### **Residential care**

Being away from home is a big challenge and we strive to create an environment that reassures children and young people by working closely with their families and carers prior to them staying. They are confident that their needs will be met in a family-oriented setting, where everyone is valued.

Residential students and their families have the added reassurance of 24-hour nursing support during the week and overnight at weekends.

The dedicated, caring and highly trained staff at St. Rose's and St Martin's work closely together, endeavouring to provide new activities and opportunities to inspire the children and students to achieve their optimum level of participation and independence. They are encouraged to take responsibility and be involved in their care programmes at whatever level is appropriate to them. We provide person-centred programmes where individual needs guide the specialist support the students receive.

Students are able to use the excellent onsite facilities during their residential stays. These include the hydrotherapy pool, sensory garden; use of a full-sized trampoline for rebound therapy to name but a few. The grounds are extensive and wheelchair accessible, allowing students to enjoy the outdoors whenever they want to.

## St Rose's Vision, Mission, and Values Statement

### Our Vision:

To be an exceptional Catholic specialist school and college delivering the highest quality education, therapy and care for children and young people, to enable them to achieve their maximum independence and develop as valued members of society.

### Mission:

Working together, to help each child and young person flourish educationally and spiritually, to reach their full potential in a Christian community and believe in their worth as children of God.

### Values:

Community, Compassion, Courage, Challenge, Hope, Peace, Perseverance, Respect, Inclusion and Understanding.

## St Rose's Special School Staff Benefits

St Rose's Special School recognises that our staff are our most important asset, and we are aware that the quality and commitment of our staff is critical to our success. We offer all our staff the following staff benefits:

- A supportive ethos and well-being of all staff
- Employee Assistance Programme through Care First
- Employer contributions to Nest Pensions or Teachers Pension Scheme
- Excellent CPD opportunities and career progression
- Free meals for care staff working evenings and weekends
- Free parking
- Free use of our hydrotherapy swimming pool on a Monday evening (term time only)
- Non-teaching staff salaries are in line with NJC bands and NHS Bands
- Paid study support (criteria applies)
- Subsidised fees for our on-site Nursery
- Subsidised lunches
- Very generous annual leave entitlement for non-teaching staff equating to 30 days plus bank holidays (pro-rata for part time or term time only posts)
- Staff referral/recruitment bonus of £100

## Terms and Conditions

<b>Line Managed by:</b>	Lead Physiotherapist
<b>Line Management:</b>	Not Applicable
<b>Contract:</b>	Maternity cover (9-12 months)
<b>Salary:</b>	NHS Band 5, Points 9-11 £31,049 - £37,796 NHS Band 6, Points 12-14 £38,682 - £46,581 – dependent on experience (Current – pay award pending) Actual starting salary 37 hrs/week = NHS Band 5 £28,064/NHS Band 6 £34,963)
<b>Hours of Work:</b>	Full time 37 hours – 47 weeks (Term time + INSET + 2 weeks in holiday)
<b>Medical Examination:</b>	The appointment is subject to a satisfactory medical report.
<b>Superannuation:</b>	All staff (where applicable and when they meet pension requirements) are automatically enrolled into a NEST Pension.
<b>Holiday Entitlement:</b>	The annual holiday entitlement for non-teaching staff is 30 days plus Bank Holidays for all year-round staff.  For term time only staff, six weeks holiday will be incorporated into the number of weeks you are paid in the year.
<b>Probation Period:</b>	New staff are required to complete a six-month probationary period.
<b>Disclosure &amp; Barring Service Check:</b>	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
<b>Right to Work Check:</b>	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

## Job Description

### Physiotherapist Band 5/6

#### Job Purpose

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To work as a skilled Physiotherapist, providing therapy services as part of the multi-disciplinary therapy team at St Rose's and St Martin's. You will apply your clinical skills in delivering hands-on physiotherapy, thereby ensuring the provision of a high standard of assessment, treatment and advice to children, young adults and their families. Physiotherapy sessions will take place at the school, college or in the residential environments as appropriate.

#### General Duties

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- To manage a caseload of children and young adults with physical disabilities, learning difficulties and additional needs including, sensory impairments and complex medical needs within a specialist education setting, with appropriate clinical supervision dependent on experience. .
- To liaise with families and carers of children and young adults to clarify roles and responsibilities of physiotherapy and provide knowledge about how to minimise the effects of physical impairment, to promote optimum function and musculoskeletal development of children and young adults.
- To provide training related to the field of physiotherapy such as postural management, independent mobility.
- To work with other physiotherapists, the education team, care team and families to provide movement and function focused interventions to children and young people with sensory, learning, and physical disabilities.
- To support service improvements utilising audit and research as necessary under the guidance of more senior colleagues.
- To identify and set development and workload priorities in discussion with line manager.
- To support clinical training for junior physiotherapists and physiotherapy students as agreed and appropriate. The postholder will support development of a high quality, evidence-based therapy service through the promotion of professional and clinical guidance frameworks.

#### Clinical:

- To be responsible for the delivery of a physiotherapy service to students within St Rose's and St Martin's.
- To assess, develop and implement specialist physiotherapy treatment and programmes of care, writing reports reflecting specialist knowledge and providing appropriate specialist intervention and evaluate outcomes with supervision from professional lead and others as appropriate.
- To utilise comprehensive assessments, including standardised and non-standardised tests, clinical observation, and information from a range of sources, combined with investigative and analytical clinical reasoning skills, in order to form a baseline/differential diagnosis from which to plan a programme of intervention, with support from the professional lead and others as appropriate.
- To provide physiotherapy intervention to students with a range of complex disabilities (within area of competence) with supervision from professional lead and others as appropriate.
- To monitor and evaluate physiotherapy intervention using feedback, reassessment, and evidence-based practice and outcome measures to measure the effectiveness of intervention, drawing on best practice.
- To empower parents and carers and education staff in understanding the nature of student's strengths and needs, the impact on function and participation, as well as activities and strategies they can use in daily routines to maximise functional abilities and engagement in learning.
- To develop skills in training and contribute to a range of both discipline specific and multi-disciplinary teaching programmes to support families, education staff and colleagues.
- To take part in discussions and planning to meet individual children's needs to ensure physiotherapy targets are embedded throughout the school, college, and residential care (including EHC plan reviews).
- To comply with requests from Education Authorities to contribute a professional perspective to a child's Education, Health, and Care plan, following departmental guidelines and the SEN code of practice.

- To demonstrate highly developed auditory and perceptual skills in the assessment, diagnosis, and treatment of students.
- To demonstrate skills in handling students with disabilities, including the ability to move patients and clients e.g. in wheelchairs within moving and handling guidelines.
- To have due regard for own personal safety and that of students/carers, in particular to have regard to moving and handling regulations and ensure the safe positioning of self and others.
- To be professional and legally responsible and accountable for all aspects of professional activities in line with the standards of the organisation, therapy team and CSP.
- To demonstrate and continually develop empathy with clients, carers, families, and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To develop skills in motivating clients and/ or carers to engage in the therapeutic process.
- To develop negotiation skills in the management of conflict across a range of situations. To deal with initial complaints sensitively, avoiding escalation where possible, although escalating when necessary.
- To form productive relationships with others who may be under stress and/ or have challenging communication difficulties.
- To develop excellent communication skills; communicating effectively with clients and carers the reflection on auditory, visual, and kinaesthetic aspects of the client's communication, identifying appropriate strategies to facilitate and enhance communicative effectiveness.
- To negotiate with carers, clients, and others around individual case management.
- To recognise potential breakdown and conflict when it occurs, generate potential solutions, and seek advice and support resolution with support from the professional lead or others as appropriate.

#### **Supervision and management:**

- To manage and prioritise own workload in collaboration with team lead of both direct and indirect contacts and time allocated working towards personal, therapy service and organisation objectives.
- To assist the Therapy Team Lead and Physiotherapy Lead in achieving team objectives and service delivery by actively participating in team meetings, focus groups, development workshops within the therapy service, the organisation and among relevant Stakeholders.
- To undertake specified projects under the direction of the Physiotherapy Lead or Therapy Team Lead.
- To actively contribute to own supervision and Professional Development Review processes.
- To support the implementation of systems and processes to deliver an efficient and effective service.
- To apply the principles of Clinical Governance and their application to professional practice.
- To share information with others, observing data protection guidelines and data sharing protocols. To comply with the requirements of the Data Protection Act 2018.
- To carry out such duties as may be required by the Therapy Team Lead and Principal, which are consistent with the responsibilities of the Band.
- To report all clinical or non-clinical accidents, or near misses, promptly, and where required to cooperate with any investigation undertaken.
- To adhere to and implement clerical duties commensurate with the role, this includes following protocols for record keeping, measuring outcomes, recording and data management, equipment and review processes and liaising appropriately with the wider team to ensure service delivery and completion.

#### **Teaching and training:**

- To identify personal and or professional development evidenced by Personal Development Review/ Professional Portfolio developed within an appraisal framework, including objectives relating to clinical specialism.
- To participate in Personal Development Review ensuring that the objectives set reflect the postholders role in the therapy team and organisational improvement plans, including specific objectives relating the clinical specialism.

- To attend relevant training and development in order to maintain and develop skills and knowledge required of a specialist therapist working in a specialist school and college and maintain up to date HCPC and CSP registration.
- To attend any mandatory training and induction courses, as requested by management.
- To continually improve knowledge of and adhere to CSP Professional and Clinical and National and Local Clinical Guidelines.
- To attend relevant courses, meetings, and special interest groups, in line with personal development objectives.
- To develop a sound working knowledge of relevant procedures including: Safeguarding Children and Vulnerable Adults, SEN procedures, and other legal frameworks.

#### **Research and development:**

- To contribute to Clinical Governance/ audit projects within area of expertise.
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate, through interpretation of clinical/professional policies within departmental and national protocols/policies and professional code of conduct.
- To support the Clinical Governance arrangements within the Therapy Team ensuring appropriate feedback mechanism centrally within the organisation. To pro-actively promote a culture of learning, development, and clinical excellence within the Therapy Team, linking this to the organisation objectives.

#### **Other responsibilities:**

- To adhere to St Rose's policies on Quality, Equality, Diversity & Inclusion, Health & Safety, Safeguarding, E-Safety and Acceptable Use
- To maintain data protection and confidentiality at all times
- To contribute to the overall ethos/work/aims of St Rose's and maintain good communication with all stakeholders
- Present a positive personal image, contributing to a welcoming environment and treat all users of St Rose's with courtesy and consideration
- Appreciate and support the role of other professionals
- Participate in training and other learning activities and performance development as required
- To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job as required by the Principal or Vice Principal or staff with delegated responsibility

#### **Special notes or conditions:**

- We are committed to safeguarding and promoting the welfare of students and young people and expect all staff and volunteers to share this commitment. The post will be subject to an Enhanced DBS to satisfy safeguarding requirements
- The post holder will be required to fulfil their role adhering to St Rose's Safeguarding policy and report any concerns in line with this to the Designated Safeguarding Lead or relevant body
- To fulfil duties and use equipment safely, the post holder will need to adhere to the St Rose's Acceptable Use policy
- Strict confidentiality should always be observed in line with our Confidentiality policy

**Signatures:**

This job description is current at the date below but will be reviewed periodically and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signature of Employee:

Date:

Signature of Principal:

Date:

## Person Specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
<p><b>Training, Qualifications and Experience:</b> on their application form, candidates will demonstrate that they have the following training, qualifications, and experience:</p>		
	<p>Registered member of HCPC and CSP Registered Physiotherapist with equivalent degree qualification.</p> <p>Evidence from CPD portfolio of ongoing relevant post-graduate training.</p> <p>At least 3 years post-graduate experience working as a Physiotherapist working with students and young adults with complex neurological conditions and co-morbidities. (Band 6)</p> <p>Experience of autonomously delivering hands-on care to people with neurological and developmental difficulties.</p> <p>Experience in implementing risk assessment and safe manual handling procedures and strategies for the treatment and handling of students with neurological conditions, both for the students themselves and for staff and carers working with the students in their care</p>	<p>Additional Paediatric treatment/assessment qualifications and/or experience</p> <p>Evidence of successful completion of specialist post-graduate short courses/placements involving training in assessment and treatment of students with neurological disorders.</p> <p>ATACP or APCP memberships.</p> <p>Experience in specialised equipment prescription for students with special needs.</p> <p>Experience developing skills in relation to working with students who have neurological difficulties, and who have associated conditions such as epilepsy, visual difficulties, hearing difficulties, extreme joint hypermobility, sensory integration/modulation disorders, communication difficulties, and/or working with students who have a tracheostomy or PEG in situ.</p> <p>Experience in managing/providing Physiotherapy for students who have had surgical or botulinum toxin interventions.</p> <p>Experience in delivering hydrotherapy &amp; rebound therapy.</p>
<p><b>Personal and Professional Qualities and Attributes:</b> In their statement of suitability and during the selection process, candidates will demonstrate the ability to:</p>		
	<p>Demonstrate ability to be a good team member, to maintain and engender excellent working relationships with colleagues</p> <p>Excellent interpersonal skills, including observation, listening and empathy skills.</p> <p>Able to process, manage and communicate highly complex information to colleagues and students/their parents</p>	<p>Experience in report writing for EHCP requirements and annual reviews</p>



	<p>High level of skills in written and spoken English, including the ability to generate professional letters and reports</p> <p>Understanding the roles of other professionals and ability to work collaboratively within a variety of teams and organisations relevant to the client group</p> <p>Reliable, motivated, diplomatic, flexible, professional team worker, demonstrates excellent time management and has a high level of organisational skills</p> <p>Physically able to deliver hands-on Physiotherapy and Aquatic therapy sessions to the students at St Rose's and St Martin's</p>	
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