# St Matthias School

## Therapeutic and Behaviour Intervention Lead

## Job Description

**Salary:** NJC Grade 7 (LPP 23 – 28)

**Pensions:** Local Government pension scheme

**Reporting to:** the Headteacher / Senior Leadership Team

***Job purpose:***

To provide specialist therapeutic and emotional support to children and young people with a wide range of complex needs, including those who have experienced trauma, adverse childhood experiences, emotional dysregulation, challenging behaviour and difficulties engaging with education.
The postholder will combine individual therapeutic support, counselling, structured group interventions and direct work with students to improve emotional wellbeing, resilience, self-regulation and engagement in school.

***Key responsibilities:***

**1. Therapeutic and Counselling Support**

- Deliver individual therapeutic and counselling interventions within the boundaries of professional qualifications.
- Support students experiencing trauma, anxiety, emotional dysregulation, bereavement and complex social and emotional difficulties.
- Develop personalised therapeutic intervention plans.
- Provide specialist support to students experiencing significant emotional or behavioural crises.

**2. Targeted Group Interventions**

- Design and deliver structured therapeutic group programmes.
- Lead interventions e.g. LEGO®-based therapy, emotional regulation, anger management, resilience, social skills and relationship development.
- Develop creative therapeutic approaches to meet individual and group needs.
- Monitor and evaluate the impact of interventions.

**3. Physical Intervention and Staff Training**

- Lead and coordinate the school's physical intervention training programme.
- Deliver accredited physical intervention training to staff, subject to holding appropriate instructor certification.

- Ensure staff understand the legal framework, principles of reasonable force, positive handling and safe restrictive intervention.
- Promote prevention, de-escalation and the use of the least restrictive approaches.
- Support the development and review of individual behaviour support plans and risk assessments.
- Provide specialist advice to staff managing students who present significant behavioural risks.
- Review incidents involving physical intervention and identify opportunities for learning and improvement.
- Maintain oversight of staff training records, refresher training and competency requirements.
- Contribute to the review and development of the school's physical intervention policies and procedures.

### 4. Specialist Behaviour Support

- Work directly with students displaying complex, distressed or challenging behaviour.
- Support staff in developing consistent, trauma-informed approaches.
- Provide advice on emotional regulation, positive handling and behaviour management.
- Contribute to reintegration programmes, personalised timetables and individual support plans.
- Support the school's response to incidents involving significant behavioural escalation.

### 5. Professional Leadership

- Provide specialist guidance and training to teaching and support staff.
- Work collaboratively with safeguarding, pastoral and SEND teams.
- Liaise with parents, carers and external professionals.
- Contribute to whole-school development of therapeutic and relational practice.
- Evaluate the effectiveness of therapeutic and behavioural interventions.

# Person Specification

| Essential | Desirable |
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| **Qualifications** | |
| • Level 5 - Qualified Counsellor or Therapist<br>• Professional Registration with BACP, UKCP or equivalent , or working towards<br>• Therapeutic interventions delivery training<br>• Recognised physical intervention instructor qualification, or willingness and ability to obtain the required accreditation before delivering training. | • Post-graduate qualification in counselling, therapeutic practice, psychology or a related field, appropriate to the interventions delivered |
| **Experience/Knowledge** | |
| • Significant experience of working therapeutically with children and young people with complex needs.<br>• Experience of delivering individual and group therapeutic interventions.<br>• Strong knowledge of trauma-informed practice, attachment, emotional regulation and de-escalation<br>• Experience of managing complex and challenging behaviour.<br>• De-escalation techniques and conflict resolution | • Experience of working in secondary or specialist education.<br>• Experience of leading whole-school behaviour or therapeutic programmes.<br>• Experience of multi-agency working and supporting vulnerable children. |
| **Skills/Abilities** | |
| • Ability to build trust quickly with vulnerable young people<br>• Skills in engaging resistant or hard-to-reach students<br>• Skills in monitoring, evaluating and reporting on intervention outcomes<br>• Data analysis to measure impact and inform practice<br>• Meticulous record-keeping and case note writing<br>• Understanding of confidentiality, GDPR and information sharing protocols | • Understanding of SEND, EHCP processes and assessment frameworks |
| **Personal Qualities** | |
| • Non-judgmental approach and unconditional positive regard<br>• Patience, flexibility Ability to remain calm under pressure and manage high-risk situations<br>• Resilience and emotional intelligence<br>• Ability to maintain professional boundaries<br>• Self-awareness and capacity for reflective practice | |
| **Safeguarding children and adults** | |
| • Excellent safeguarding knowledge | • Have an excellent working knowledge of |

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| • Understands their role in the context of safeguarding children, young people and vulnerable adults.<br>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | key legislation relating to safeguarding children and vulnerable members of the community. |