



Integrated Therapy Assistant

Person Specification

Important notes for applicants

All applicants invited to interview will be expected to have read the School's Child Protection and Safeguarding Policy and Safer Recruitment Policy. The School attaches great importance to safeguarding and safer recruitment, and candidates will be asked to demonstrate their understanding of these areas and their suitability to work with children during the recruitment process.

Appointments will always be subject to a minimum of two satisfactory references, one of which must be from the current or most recent employer. Qualifications, employment history and experience will be scrutinised as part of the safer recruitment process. An enhanced Disclosure and Barring Service check will always be required.

Qualifications and training

Criteria	Essential / Desirable
GCSE Grade A to C, or equivalent, in English and Maths	Essential
Qualifications within a relevant field such as education, psychology, child development, therapy support, health, social care or SEND	Essential
Evidence of continuous professional development relevant to children with additional needs	Essential
Evidence of higher-level qualifications, for example Foundation Degree Level 5 or equivalent	Desirable
Training or qualifications linked to speech and language, occupational therapy, counselling-informed practice, play, cognition and learning, SEMH or trauma-informed practice	Desirable
Membership of relevant special interest groups or professional networks	Desirable

Experience

Criteria	Essential / Desirable
Experience of working with children with SEMH within a specialist, mainstream, health, social care or therapeutic setting	Essential

Criteria	Essential / Desirable
Experience of delivering individual or group interventions for children with complex needs	Essential
Experience of managing and prioritising a varied workload that includes direct work, assessment support, resource preparation and administration	Essential
Experience of working collaboratively with teachers, teaching assistants, therapists, pastoral staff, residential staff or other professionals	Essential
Experience of supporting pupils with SLCN, sensory processing needs, trauma, ADHD, ASC, attachment-related needs or learning difficulties	Essential
Experience of supporting cognition and learning assessments or standardised assessment administration	Desirable
Experience of creating visual supports, social stories, sensory resources, communication materials or therapeutic resources	Desirable
Experience of working within primary or middle school settings	Desirable

Knowledge and understanding

Criteria	Essential / Desirable
Understanding of safeguarding, child protection and the importance of professional curiosity	Essential
Understanding of SEMH and how therapeutic intervention, relational practice and consistent adult responses can support pupils	Essential
Understanding that behaviour may communicate unmet need, distress, sensory overload, communication difficulty or gaps in learning	Essential
Knowledge of how therapeutic strategies can be embedded into ordinary classroom routines and wider school life	Essential
Understanding of professional boundaries and the importance of working under supervision	Essential
Knowledge of evaluating interventions and reflecting on impact	Essential



Criteria	Essential / Desirable
Knowledge of the National Curriculum and how it can be adapted for pupils with SEMH and additional learning needs	Desirable
Knowledge of assessment approaches linked to cognition and learning, communication, sensory regulation or emotional wellbeing	Desirable

Skills and abilities

Criteria	Essential / Desirable
Able to build trusted, respectful and professional relationships with pupils and adults	Essential
Able to work confidently in classrooms and adapt support in the moment while following agreed plans	Essential
Able to model agreed therapeutic strategies to classroom and residential staff in a practical, supportive way	Essential
Able to communicate clearly with a range of audiences, both verbally and in writing	Essential
Able to maintain accurate, timely and objective records of assessment, intervention and progress	Essential
Able to translate professional advice into practical strategies, routines and resources that staff can use	Essential
Able to work effectively under pressure, plan, prioritise and meet deadlines	Essential
Able to use IT systems and technology to support assessment, recording, intervention and communication	Essential
Able to contribute to staff training, resource development or whole-school therapeutic practice	Desirable

Integrated therapeutic practice and classroom support

Criteria	Essential / Desirable
Committed to embedding therapeutic strategies into everyday classroom practice rather than seeing therapy as separate from learning	Essential
Able to work collaboratively with therapists, teachers, teaching assistants, residential staff, pastoral colleagues, parents/carers and external professionals	Essential
Able to support communication, sensory regulation, emotional wellbeing and cognition and learning needs through practical daily routines	Essential
Able to maintain confidentiality and manage sensitive information appropriately	Essential
Able to accept supervision, guidance and feedback from qualified professionals	Essential
Experience of classroom-based therapeutic, pastoral or SEND intervention work	Desirable

Personal qualities and approach

Criteria	Essential / Desirable
Warm, resilient, calm and compassionate, with a good sense of humour	Essential
Passionate about maximising each pupil's potential and improving access to learning	Essential
Reflective, curious and willing to develop practice through supervision and continuing professional development	Essential
Able to maintain professional boundaries while building positive relationships	Essential
Committed to inclusive, anti-oppressive, non-punitive and trauma-informed practice	Essential
Able to gain and maintain the confidence and respect of colleagues, parents/carers, governors and external partners	Essential



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Building community

Criteria	Essential / Desirable
Understanding of and commitment to inclusive practice for children with learning, communication, sensory, emotional and social needs within and beyond the classroom	Essential
Ability to represent the school positively to parents/carers, visitors and external stakeholders	Essential