

JOB DESCRIPTION FOR OHS THERAPISTS

PEOPLE MANAGER	Head of Therapy/Head of School/Deputy Head
OHS TEACHER & THERAPIST PAY SCALES	£42,000 to £58,000 London £36,000 to £52,000 outside London

- This job description should be considered as guidance and is not exhaustive.
- It may be amended at any time following discussion between the people manager and colleague and may be reviewed as part of the performance review process.
- The post holder may be required to undertake other duties as reasonably required by their people manager or any member of the leadership team.
- All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.
- OHS therapists are responsible for organising, funding and participating in their own individual external supervision, as per their relevant accrediting body.

OVERVIEW

- Our therapists ensure that the quality of therapeutic provision at Octavia House Schools is excellent. As well as offering individual and group therapy sessions, our therapists are ambassadors for the relationships-first approach and role models of outstanding therapeutic practice.
- Our therapists embody the OHS relationship-first approach, building strong, lasting relationships with our pupils who have ACEs and complex SEMH needs, as well as other associated SEND. At their site, the therapist will be a strong therapeutic presence, organising and facilitating training, liaising with external professionals, including CAMHS, and being a key contact in supporting families therapeutically.
- Our therapists 'work as one' with teachers and are at the core of realising the schools' relationships-first, therapeutic ethos.
- Our therapists are flexible team players, able to draw upon their knowledge, skills and experience of working with pupils with ACEs, SEMH needs and other SEND.
- Our therapists ensure therapy is facilitated ethically, safely and with consent from families and pupils.



EXEMPLAR RESPONSIBILITIES

- Ensuring the seamless therapeutic, relationships-first, therapy offer is maintained; collaborating with colleagues in classrooms and offering effective therapy programmes both in a structured, timetabled way and on a flexible, 'need-it-now' basis.
- Planning and resourcing effective and engaging therapy programmes; proving high-quality support to ensure pupils are able to access learning, identifying individual needs and tailoring therapeutic programmes accordingly, working closely with teachers and other therapists with the development and implementation of therapy progress plans.
- Readily providing therapeutic support in class, maintaining visibility and supporting learning, especially during PSHE education, consistently modelling the relationships-first model.
- Creating and maintaining a calm, secure and happy therapy room/space where priority is given to the quality of the environment, ensuring it is welcoming, positive and uncluttered.
- Assessing new pupils and implementing initial programmes of support, in line with pupils' needs and EHCP targets, including writing initial assessment reports. Thereafter, accurately assessing pupils' SEMH progress using our SEMH scale, and completing high-quality therapy reports for families and placing authorities.
- Liaising with colleagues and external professionals to ensure that the therapeutic needs of pupils are being effectively supported, including referrals to, and communication with, CAMHS specialists, social care workers and the OHS multi-disciplinary team.
- Planning and facilitating therapeutic training for colleagues, including 'refresher' sessions.
- Supporting new and existing pupils' starts, departures and transitions, including reintegration back to learning following exclusions or extended absence, using therapeutic resources such as social stories and visual timetables.
- Being a key point of contact for families in relation to therapy, supporting and collaborating with external professionals as required; building positive working relationships with pupils' families, including consistent phone and/or email contact, and home visits, as required.
- Knowing, supporting and realising the schools' policies and procedures, including those relating to safeguarding, confidentiality and data protection; attending and participating in all mandatory briefings, meetings, training sessions and open days; and contributing to the schools' self-evaluation and ongoing improvement.
- *Complying with any reasonable request from leaders to undertake work of a similar level that is not specified in this job description.*

PERSON SPECIFICATION FOR OHS THERAPISTS

SKILLS, TRAITS, KNOWLEDGE and UNDERSTANDING

- Excellent knowledge and understanding of therapy (as per specialised field).
- Excellent ability to provide therapy flexibly and successfully with pupils with SEMH needs.
- Excellent communication skills (with pupils, families, colleagues and professionals).
- Strong organisational skills (including meeting deadlines).
- Strong ability to work constructively and collaboratively as part of a unified team.
- Reflective practitioner eager to progress professionally.
- Able to recognise own training needs and willing to undergo relevant training.
- Attention to detail, including in terms of presentation, reliability, punctuality and supporting the maintenance of an attractive environment for therapy and learning.
- Ability to support families and carers of pupils with challenging behaviour.
- Ability to cope in high pressure, highly stressful contexts.
- Clear understanding of child development and pupils with SEMH needs and associated SEND; strong specific understanding of mental health in children and young people, trauma, and the impact of abuse and mental health difficulties on child development, attachment and behaviour.
- Clear understanding of relevant policies/codes of practice and awareness of relevant legislation.
- A commitment to promoting and safeguarding the welfare of pupils.
- General understanding of the national curriculum and independent special school provision.

QUALIFICATIONS, TRAINING and EXPERIENCE

- At least current degree level, fully qualified therapist in own specialised field & associated registration with appropriate body (i.e. HCPC, BACP) (essential)
- Experience of working with pupils in challenging contexts (essential)
- A range of experience in own specialised therapeutic field (essential)
- An appropriate level of experience of operating in the classroom (or similar) environment with pupils with SEND who present challenging behaviour (essential)
- Further training or qualifications related to therapy, children and young people, SEND and/or leadership & management (desirable).

Please sign to confirm you have read and understood your job description:

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