



OCTAVIA HOUSE

Sector-Leading Therapeutic Schools

JOB DESCRIPTION

THERAPY LEAD

JOB ROLE	Therapy Lead
PERFORMANCE MANAGED BY	Associate Executive Head (Therapy)
SALARY RANGE	OHS therapists' pay scale

This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually as part of the performance management process. It is not exhaustive and the post holder may be required to undertake other duties as reasonably required by their line 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.

SUMMARY

As well as offering therapy sessions according to their own specialism, the therapist will have a leading therapeutic presence across the schools, lead whole-staff training and be an ambassador for the Octavia House brand and vision. The successful candidate will have to be a flexible team-player and be able to offer therapeutic intervention that aids children's emotional well-being and learning.

You will be a role-model of best practice and demonstrate support and care of our children at the very highest of levels.

The therapist will be able to draw upon their knowledge, skills and experience of working with children who present challenging behaviour and who have significant and complex social, emotional and learning needs often stemming from adverse childhood experiences. The purpose of the role is to work collaboratively with colleagues (teaching, support and therapeutic) to maximise progress for children at Octavia House Schools, sector-leading therapeutic schools. The therapist may work therapeutically one to one with a specific child or may support a small group or whole class, depending on need. The therapist may offer structured, weekly sessions to pupils, and/or in the moment therapeutic support where required. The therapist will support the successful operation of all aspects of the school, as directed by the senior leadership team.

CORE RESPONSIBILITIES (NOT EXHAUSTIVE)

- **To plan, resource and prepare effective and engaging therapy programmes for children (supported by the teacher and leaders)**
- **To liaise professionally with colleagues and external professionals as appropriate**
- **To build positive working relationships with children's families**
- **To ensure children are supervised and safe at all times**
- **To plan, lead and deliver whole-staff therapeutic training**
- To ensure that therapy is facilitated ethically, safely and with consent from all parents/carers/pupils
- To support the assessment of pupils to determine those in need of particular help and support
- To continue to obtain key information on pupils, through parent/carer communication, to keep up-to-date with any changes in the pupils' lives and inform the rest of the therapy/teaching team of relevant information
- To complete termly therapy reports on pupils' progress in individual and group therapy sessions
- To keep accurate and concise therapy notes which are to be stored securely, to ensure confidentiality
- To offer a structured space for group or individual reflective practice to colleagues (teachers and learning support team members)
- To support and facilitate smooth and effective transitions where needed
- To provide appropriate support to ensure pupils are able to access their learning, identifying their individual needs and tailoring their therapeutic programme in line with these needs
- To work closely with the teaching team and other therapy team members with the development and implementation of therapy progress plans
- To attend all therapy meetings and open days for parents and carers
- To attend, participate in and lead regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school
- To attend relevant meetings with fellow professionals, parents and pupils including leading communication with families at parent/carer open days
- To organise and attend individual external supervision, that will support the therapist with any therapeutic work carried out in the schools, in line with the therapist's accrediting body
- To support pupils' reintegration back into learning following exclusions or extended absence
- To maintain total confidentiality with regard to pupils, staff and other information related to the school as stipulated in the school's confidentiality policy and staff handbook
- To be aware of, and comply with, policies and procedures relating to child protection; health and safety; bullying; confidentiality and data protection, reporting all concerns to a senior leader.
- To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- This job description is not exhaustive and the post holder may be required to undertake other duties as reasonably required in negotiation with their line manager



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PERSON SPECIFICATION

THERAPY LEAD

SKILLS & TRAITS (ALL ESSENTIAL)

- Outstanding communication skills (with pupils, families & professionals)
- Strong ability to work constructively and collaboratively at all times as part of a unified team
- Strong ability to work successfully with children with extremely challenging behaviour
- Reflective & eager to progress professionally
- Attention to detail, including in terms of presentation, punctuality and supporting the maintenance of an attractive environment for therapy & learning

KNOWLEDGE & UNDERSTANDING (ALL ESSENTIAL)

- Outstanding knowledge and understanding of therapy (in own specialised field) as well as wider therapies and their applications
- Understanding of mental health in children, adverse childhood experiences (ACEs), trauma and the impact of abuse and mental health difficulties on child development, attachment and behaviour
- Understanding of child development, learning and children with SEMH and associated SEN
- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- General understanding of the national curriculum and school provision

QUALIFICATIONS/TRAINING/EXPERIENCE

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