Applicant Information Pack



TCES

THE COMPLETE EDUCATION SOLUTION

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING





Pupils arrive at the school having experienced significant challenges; some have not attended formal education for prolonged periods of time. As a result of good teaching and care, pupils settle quickly and make good progress in most subjects, including English and mathematics.

East London Ofsted report, July 2018

The school offers an exceptionally broad and exciting curriculum, adapted to meet the individual needs of pupils. Staff, including therapists, ensure that pupils discover a joy of learning. Pupils learn independent skills, to prepare them well for adult life.

North West London Ofsted report, December 2019

Pupils respond well to the 'never give up' attitude they receive from caring staff. Passionate leaders and committed staff ensure that pupils are safe and busy. Pupils learn life skills and how to stay healthy. Pupils enjoy off-site sporting activities such as swimming, athletics and football.

North West London Ofsted report, December 2019

The personal development and welfare of pupils is a strength of the school. Staff work effectively with therapists and external agencies to support pupils. As a result, most make strong social and emotional progress from their starting points.

East London Ofsted report, July 2018

WELCOME FROM THE CHIEF EXECUTIVE

Thank you for your interest in The Complete Education Solution (TCES). We are delighted that you see us as a place where you want to work and feel you can have a positive impact and 'make a real difference'.

As we enter our 21st year, our Board of Governors and Commercial Board as well as our Senior Management Team are all proud of the success that TCES has achieved.

We want to look back at the past decade with pride over many accomplishments and successes, but we equally feel it is time to move forward into the next decade with a renewed energy and sense of purpose.

The education world is currently in flux and we recognise that there will be many challenges ahead in delivering the provision of high-quality education, health and care to some of the most complex and vulnerable children and young people in society in an ever-changing education market.

What has made our schools and services successful over the past two decades is a strong set of values, a clear function and purpose and an amazing staff team who epitomise and live these values daily.

We are particularly proud of their 'never give up' attitude which has ensured that we hold a very proud record over the past 20 years of never permanently excluding a single one of the 3000 plus pupils we have worked with.

We are privileged to work with such gifted and talented pupils, and success for our pupils at TCES is multi-faceted. If our pupils leave a TCES school with a wide range of qualifications and accreditations based on their hard work and abilities, and can foster a positive sense of lifelong learning, then we can feel a real sense of achievement.

However, more than that, a significant part of our roles at a TCES school is that we must help our pupils when they leave us to make and sustain long term appropriate relationships and to have an ability to manage in future groups at work, training or further education.

Thank you for your interest in TCES. Together with our colleagues, we look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Please ensure that in your application you detail how your knowledge, skills and experience address the criteria listed on the person specification and job description. You may give any evidence either in the personal statement section of the application form or in a separate letter.

We look forward to hearing from you.

Yours sincerely

Thomas Keaney

Thomas Keaney
Chief Executive &
Chair of
Governors



JOB DESCRIPTION

Occupational Therapist (OT)

Reporting to TCES Clinical Lead & Therapy Service Manager

Salary: Up to £38,000 per annum

Location East London Independent School, E15 4HT

Contract: Permanent, 37.5 hours (Term-Time plus 2 weeks)

Job Purpose

Co-facilitate independence and communication and to speed recovery and achieve outcomes for the students that are meaningful to them.

Work in partnership with teachers, TAs, the young person and their parents/carers.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictability (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Main duties and responsibilities

To liaise closely with key colleagues, the multi-disciplinary clinical team and managers to provide an intensive treatment service for pupils.

To identify all children and young people who have Occupational Therapy assessment and intervention identified as a need on their Education, Health and Care Plan (EHCP) and to ensure that this is delivered effectively and in a timely way.

To carry out observations across the setting to identify those pupils who will benefit from Occupational Therapy input who do not have this identified asa need on their EHCP.

Co-producing care plans and sensory/communication passports.

Advise on moderating the classroom environment to support young people in reaching their full potential and on developing and implementing Positive Handling Plans as necessary and in accordance with MAPA.

To engage pupils in innovative, therapeutic and meaningful activity that will support them in engaging in learning and reaching their full potential.

To undertake highly specialised Occupational Therapy assessment by identifying appropriate

assessment tools that will support us to identify and understand the needs of pupils.

To assess and manage the complex sensory and occupational functioning needs of the children and young people to support them in feeling safe and engage in group learning.

To provide a bespoke menu of sensory activities that can be used with individual young people to help to reduce their anxiety, including use of the sensory rooms.

To share successful strategies with all staff working with the young person through devising individualised sensory passports.

To develop innovative interventions/strategies for children and young people referred to the OT services and presenting with difficulties in some or all of the following areas: activities of daily living, fine and gross motor skills; attention, concentration; social skills; violent behaviour, occupational roles and occupational performance; identity in order to maximise their ability to function independently.

To work with parents / carers, education, health, social care and other multi-disciplinary colleagues as appropriate to assess, design and develop evidence- based intervention and management plans to be implemented within the multi-disciplinary school-based teams and within the child's family.

To encourage self-awareness, exploration and reflection on feelings and relationships.

To contribute to the multidisciplinary risk assessment and management plan for individual young people and for specific activities / trips / visits.

To train and support staff in developing skills and knowledge in utilising strategies in the classroom.

To review / oversee physical interventions and to use CCTV to support the team with their reflecting / learning.

To provide clear, concise written and verbal feedback suitable for a variety of audiences including the child, their parent/carer and a range of professionals.

To attend Group Process meetings with pupils and the multidisciplinary team, as required.

To maintain sensitivity at all times to the emotional needs of clients/carers when imparting complex /distressing information regarding the nature of the client's difficulties and the impact on individuals and their families.

To monitor and evaluate pupil progress during the course of interventions and to use appropriate outcome measures.

To maintain clear written records of all interventions ensuring compliance with GDPR.

To take part in regular clinical discussions with staff and pastoral team.

To consistently demonstrate professional boundaries in accordance with the HCPC code of ethics.

Provide specialist advice, consultation and training to school staff as required.

Ensure appropriate liaison with external networks, professionals, agencies, carers and parents.

To maintain awareness of and commitment to the Health and Safety needs of all those with whom you have contact in your work, including first and foremost the pupils.

To keep up to date with all legislation, guidelines and practice issues that may affect the Inclusion service.

To be responsible for recording and satisfactorily addressing and passing on any complaints in line with the TCES Complaints Procedure.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Recognised Occupational Therapy Degree Qualification or equivalent.

Health Professions Council – Licence to Practice.

Registered member of the British College of Occupational Therapists.

Evidence of successful completion of specialist short courses up to masters degree or equivalent.

Knowledge and experience

Minimum of 3 years' post-qualification experience, 2 of which are within the areas of specialism as defined below:

- Pupils at high risk of sexualised behaviour
- Pupils with high risk violent and aggressive behaviour towards others
- Pupils exhibiting mental health issues Tier 3/4
- Pupil at high risk of sexual exploitation
- Pupils with significant substance misuse issues
- Pupils with significant gang related issues
- Pupils with school phobias – Tier 3/4 anxiety disorders – highly persistent long-termschool phobic or deeply disengaged
- Young pregnant girls/highly vulnerable and or offending teenage girls and youngmothers
- Pupils with complex offending behaviours
- High Risk pupils who are CLA returning from out of county placements
- High dependency pupils with a range of physical, psychological and healthcare needs

Substantial experience of working with children with emotional, behavioural and social difficulties, highly complex and high-risk presentations, and those on the Autistic Spectrum.

Experience of group-work.

A high level of experience of multi-disciplinary and inter agency working.

Knowledge of the principles of clinical governance/audit/research.

Skills and ability

Ability to plan and organize own workload.

Excellent interpersonal skills with the ability to work collaboratively with colleagues to plan, evaluate, monitor and develop services.

Proficient IT Skills.

Ability to communicate clearly both verbally and on paper.

Developed negotiation and problem-solving skills in complex situations.

Ability to plan and implement evidence based clinical interventions from referral to discharge.

Ability to coordinate therapy input within the school and to locally take the lead in implementing the therapy services operational policy.

Ability to communicate sensitively and effectively with a wide range of communication partners often in highly emotive settings.

Ability to identify and assess risk when working with young people with challenging behaviour.

Excellent understanding of complex family issues and how these impact on young people's emotional development and school life.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES values.

D = Desirable

July 2021

HOW TO APPLY

To apply for this role, please complete a TCES application form available alongside this advertisement, or visit https://www.tces.org.uk/vacancies

Each application is shortlisted against the Job Description and Person Specification above, so please ensure you complete the application form in its entirety, providing sufficient information and a supporting statement in relation to these documents. The form is designed in line with safer recruitment practices and allows us to determine your potential suitability for the role and carry out appropriate pre-employment checks.

If shortlisted, you will be invited to interview. This will be with at least two members of Senior Management who will discuss the role in more detail and carry out an interview to assess your experience and skill set as well as your overall suitability. You may be required to undertake further tasks dependent on the role applied for.

For those candidates shortlisted, we will request references in advance of any interviews so ask that you specify on the application form (where requested) if you do not permit us to apply for these prior to offer. You must also provide appropriate qualifications and identity documents at interview to enable us to complete safer recruitment checks. These include:

- Enhanced DBS check – we can apply for one of these on your behalf if you do not have a current DBS (i.e. dated within two years or on the Update Service).
- Children's barred list check.
- Prohibited from Teaching check.
- S128 – management of an Independent School check.
- A minimum of two references, covering your last five years of employment or education history.
- Identity checks including right to work in the UK.
    - You must provide 3 documents to cover the following:
        - Photographic Identification, e.g. passport or driving licence.
        - Proof of right to work in the UK, e.g. current UK passport, UK Visa or UK Birth Certificate
        - Proof of current address, e.g. a current driving licence or bank statement / utility bill dated within three months or council tax statement dated within twelve months.

If you cannot provide documents to satisfy above, please contact the Recruitment department (by emailing: recruitment@TCES.org.uk) who will be able to advise you on other documents that can be used.

Following the interview process, the successful candidate will be offered the role subject to the outcome of the vetting checks.

We look forward to receiving your application.

OUR VISION AND MISSION

COMMUNITY VALUES

Across TCES we strive to ensure that our schools are inclusive, thriving, socially and emotionally healthy communities, based around a strong set of community values, where pupils can feel safe and secure. At the core of this is our belief that the key to increasing self-esteem and success lies within our pupils themselves.



OUR VISION

Our vision is to be recognised as experts in delivering therapeutic education, health and care solutions for children and young people with complex and additional needs, who have not been able to succeed in mainstream education.

By creating positive opportunities and removing barriers to learning, we strive to enable our pupils to build on a platform for life-long learning and educational success.

OUR MISSION

We run independent schools for pupils with unique potential. Our highly skilled multi-disciplinary teams transform pupils' perception of their own skills, strengths and abilities. We deliver an industry leading combination of education, health and care that takes each pupil on an individual journey that encourages a love of learning and long-term success.



OUR CURRICULUM

UNIQUE CURRICULUM DESIGN: 5 PART CURRICULUM

The curriculum addresses the disadvantages and disruptions to each pupil's previous experience of education and enables them to negotiate individual pathways from social isolation to independence.

All pupils have access to the TCES 5 part curriculum. This has been built on our community values and aims to ensure that all pupils go on to be successful learners, confident individuals, responsible citizens and independent adults.

Within this structure, schemes of work, medium term planning and lesson plans are all differentiated to meet the individual needs of each pupil. Outcomes are adjusted appropriately, as are the accreditations and qualifications that pupils are working towards.

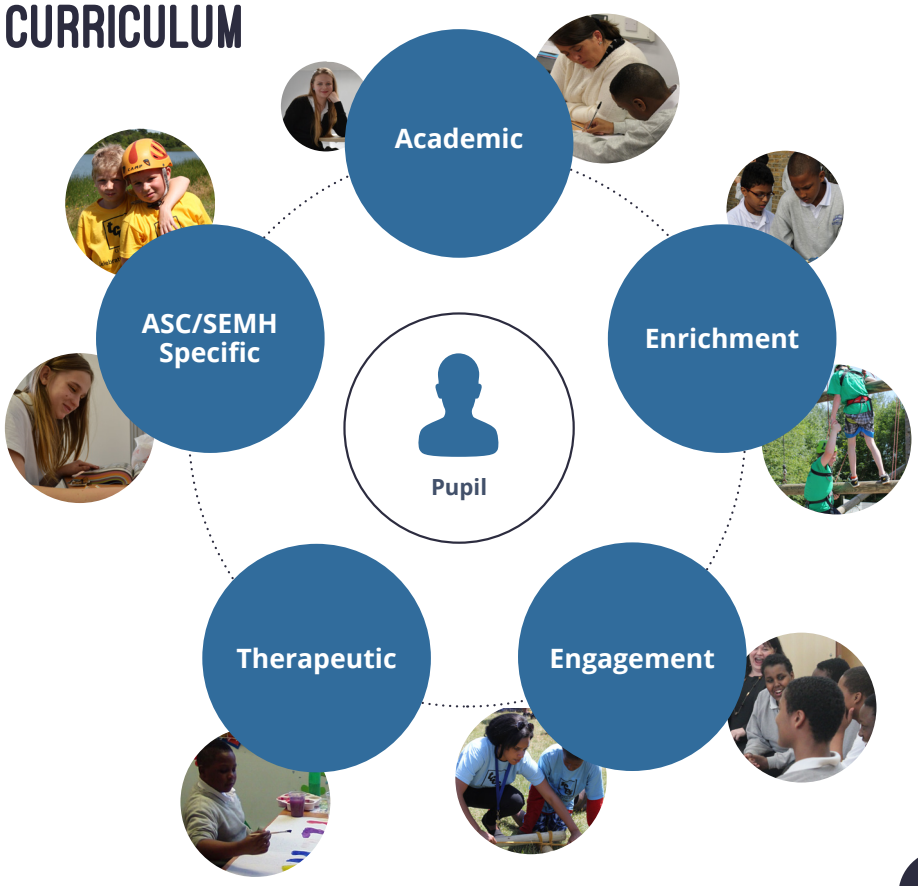
SCHOOL SPECIALISMS

Each TCES school and service specialises in Leadership, via our Young Leaders programme and LIFE Programme initiatives, and the Arts.

TCES North West London recently received the Platinum ArtsMark accreditation and our other schools and services are working towards this.



OUR 5 PART CURRICULUM



> PUPILS MAKE OUTSTANDING PROGRESS IN THEIR ACADEMIC AND PERSONAL DEVELOPMENT. THEY MAKE ESPECIALLY RAPID PROGRESS IN ENGLISH, MATHEMATICS, SCIENCE, ART AND THEIR SOCIAL SKILLS.
>
> North West London Ofsted report, February 2017

GROUP PROCESS

Our schools hold twice-weekly 'group process' sessions for pupils, in which they meet to discuss a wide variety of topics, including knife crime, LGBT rights, bullying and cultural diversity. Every pupil is encouraged to share their views in a respectful, neutral environment and the sessions often end with the pupils having gained a greater understanding and increasing acceptance of each other's views.

Discussions can be about issues that are in the news, however, frequently they will relate to certain attitudes that have been observed in the school that we would like to change.

When this is the case, pupils are encouraged to think in a solution-focused way about how we might resolve the issue. Pupils then lead the discussion, guided and supported by staff who ensure everyone's opinions are acknowledged and respected, and that everyone feels safe enough to participate.

The sessions have proved to be very effective in building a sense of community, and feedback from external agencies who have observed our group process sessions in action has also been extremely positive. Local authority officers have described this whole school group approach as "unique", and "a model of excellence".

> "THE 'GROUP PROCESS' SESSIONS, WHICH ALL PUPILS ENGAGE IN DURING THE WEEK, MAKE A STRONG CONTRIBUTION TO PUPILS' OUTSTANDING PERSONAL DEVELOPMENT.
>
> East London Ofsted report, 2018



INCLUSION QUALITY MARK

TCES is uniquely driven by a principle of real inclusiveness in our school community, where all pupils and not just the most able are a vital part of promoting diversity and the breaking down of all stereotypes that could create division.

This focus on inclusion has resulted in two of our schools (TCES East London and TCES North West London) already being awarded the Inclusion Quality Mark (IQM).

PUPIL VOICE

Our 20 years of experience has shown us that the often-unnoticed pathway to removing barriers to learning and increasing self-esteem and success lies within the pupils themselves.

By empowering our pupils, who so often feel marginalised, we can help them to actively shape their own lives and ongoing education as positive citizens and take an element of control over their futures. We therefore allow our pupils to discover their own voices by giving them a real voice to begin with, that they know will be listened to.

All pupils are given the opportunity to join their school's Student Council, through a series of election campaigns, presentations, interviews and voting. Our Student Council members are encouraged and trained to develop their skills and fulfil their roles to the very best of their potential. Through this process, they learn about the power of democracy, working together, socially appropriate conduct and most importantly, how hard work and using their voice can get results.

We believe that for our pupils, having their voices really listened to instils a sense of responsibility and pride, not only within their school, but within themselves. The benefit to TCES is that we are truly able to develop our services with the pupil at the centre of everything we do.



YOUNG LEADERS

We believe that the often difficult and sometimes traumatic upbringing of many of our pupils instils in them strengths and talents that, if channelled properly, will lead inevitably to different aspects of leadership.

Because of this belief that every child or young person is a potential young leader, the leadership element of our LIFE programme offers every pupil, throughout their education with us, opportunities to learn to lead themselves before progressing to leadership positions around their school.

LIFE PROGRAMME

Our LIFE programme leads to qualifications, roles and experiences in Leadership, Independence skills, Future Options, and Empowerment.

In addition to the active Student Council roles in each school, these might include:

- Sports ambassador
- Anti-bullying ambassador
- Peer mentor
- Environmental officer
- Charity ambassador

Pupils benefit from support in each role and are empowered to inspire and motivate themselves and others to effect positive change.

PARENT VOICE

We recognise that the empowerment of parents through real parental voice and engagement can be a very effective way to form a strong school community.

Through being welcomed into the school, having their voices heard and being encouraged to actively participate in all elements of their child's school life, our parents and carers benefit in ways that they have often not experienced in previous settings. They find that they themselves develop peer groups of like-minded people who completely understand the challenges that parents and carers of SEND children face on a daily basis. Many of our parents and carers have expressed how vital this support network alone is for them.

In addition to this, we offer parents and carers the opportunity for their own training and development workshops, with topics agreed through ongoing parent consultation. Sessions have included 'Gang and Knife Crime awareness', 'Understanding your Child's Education, Health and Care Plan', and 'Speech and Language tips for the home'.

Every TCES school and service has an active Parent Council in place. Members are encouraged to have a real say in the direction of the school; reviewing school policies, helping to fundraise, assisting in school events and joining the interview panel for new staff.

We believe that, by giving parents and carers the opportunity to become fully embedded within our schools, we have much stronger school communities and much happier parents, carers and pupils.

"Time has definitely flown and my son is a completely different person from the one that enrolled. I have so many positive things to say about this school. The one thing I will always say is that this school has helped me and my son so much - endless support and positive vibes no matter how big or small my dilemma or question.

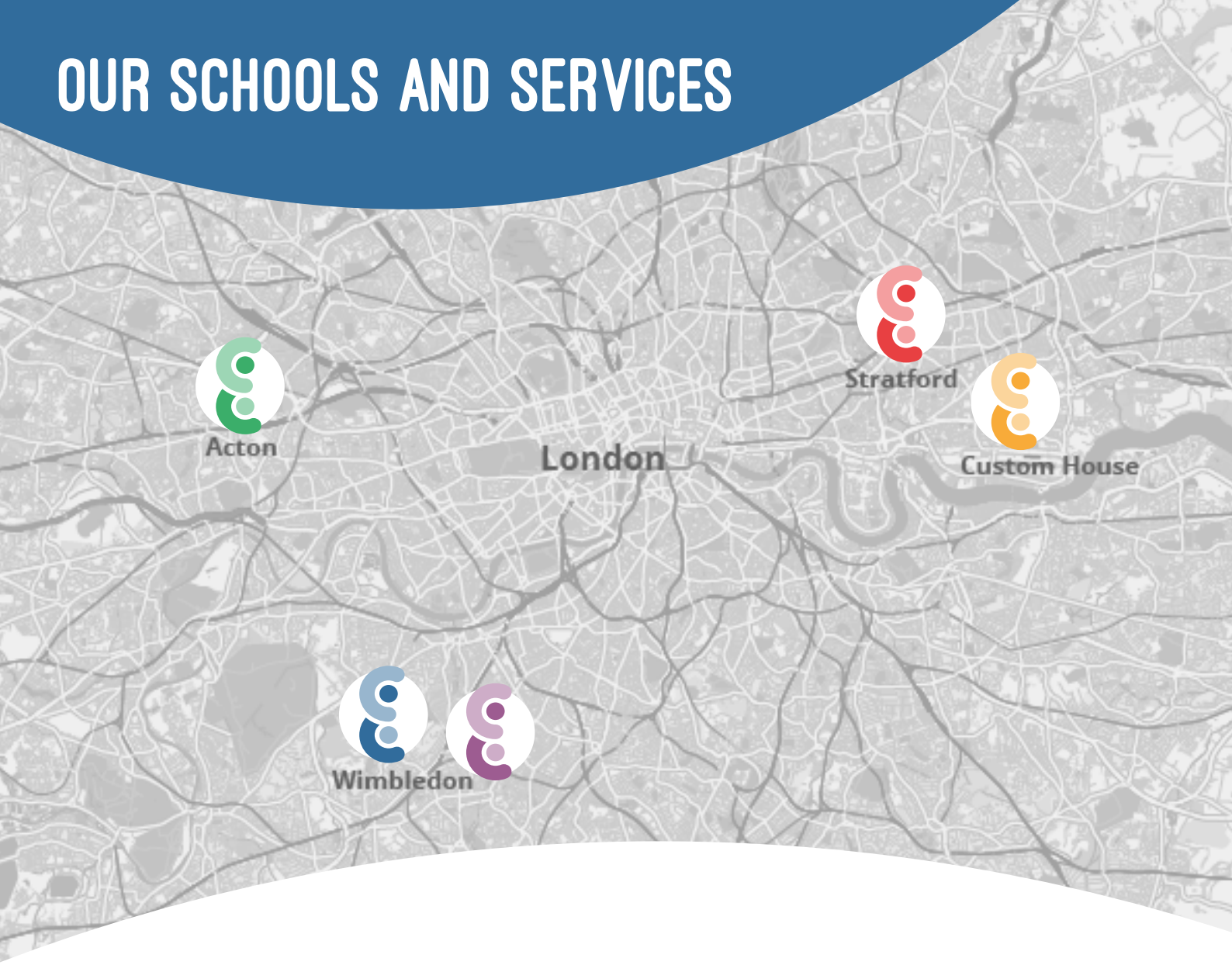
"My son was so excited to have me witness his assembly. He loves that I am involved in the school.

"I think being involved with the school helps my son to see that we work together. I think it really does help.

"It's really good that parents can join assemblies to celebrate their child. The change in my daughter has been great because she can see I am interested.

"They care about you in this place, sometimes I feel they care about you more than you care about yourself.

OUR SCHOOLS AND SERVICES



TCES EAST LONDON

tces.org.uk/eastlondon | 020 8555 6737 | admin.elis@tces.org.uk

TCES NORTH WEST LONDON

tces.org.uk/northwestlondon | 020 8749 5403 | admin.nwlis@tces.org.uk

TCES CREATE LEARNING

tces.org.uk/createlearning | 01708 393150 | admin.create@tces.org.uk

TCES HOME LEARNING

tceshomelearning.co.uk | 020 8543 7878 | homelearning@tces.org.uk

TCES CENTRAL SERVICES

tces.org.uk | 020 8543 7878 | recruitment@tces.org.uk

THE COMPLETE EDUCATION SOLUTION

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