OCTAVIA HOUSE
Sector-Leading Therapeutic Schools

JOB DESCRIPTION
OHS LEAD THERAPIST

PEOPLE MANAGER	HEAD OF THERAPY
LOCATION	LONDON / ESSEX / KENT

- As the needs of the business can change rapidly this role will change accordingly, therefore this job description should be viewed as guidelines which are subject to change.
- 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 roleholder may be required to undertake other duties as reasonably required by their People Manager or any member of the OHS Leadership Team.
- All roles are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.

OVERVIEW

- OHS ambassadors and role models of the very best relationships-first, therapeutic practice. At their sites, they are the leading therapeutic presence, organising and facilitating training, leading on external referrals, including to CAMHS, and are the direct contact for family support.
- Partner with colleagues, ensure that the relationships-first, therapeutic approach is realised and maintained; that therapists work in collaboration with colleagues in classrooms and offer effective therapy programmes both in a structured, timetabled way and on a flexible, 'need-it-now' basis.
- Attend school leadership team meetings when required, as part of the school middle leadership team.
- People manage site-based psychotherapists at their particular school site.
- Oversee the organisation, marketing and formal offer of support to families.
- Implement and oversee the use of the OHS therapy reporting systems within their site, ensuring that therapists understand and consistently follow agreed processes and that information is accurate, timely and complete, including:
  the management and maintenance of the therapy tracker
- overseeing therapy timetables and therapy allocations for their site
- management and maintenance of the Arbor audit spreadsheet for their site

- Provide a safe and structured space for group and individual reflective practice to colleagues.
- Champion the use of SEMH data and ensure it is used to inform school practice daily. All therapists support colleagues to create meaningful interventions informed by the consistently updated SEMH data.

KEY RESPONSIBILITIES

- Ensuring the seamless therapeutic, relationships-first, therapy offer is maintained; collaborating with colleagues to support the whole child, 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; providing high-quality therapeutic support to increase pupils' engagement with school, identifying individual needs and tailoring therapeutic programmes accordingly.
- Supporting therapy colleagues to plan and resource effective and engaging therapy programmes, including increased support for complex pupils, or complex safeguarding situations.
- Providing therapeutic support around the school, supporting emotional regulation and consistently modelling the therapeutic approach and relationships first model outside of the therapy room.
- Creating and maintaining a calm, secure and open therapy room/space where priority is given to the quality of the environment, ensuring it is welcoming 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.
- Contribute to and deliver therapeutic training for colleagues, sharing relevant professional knowledge and expertise.

- Supporting new and existing pupils' starts, departures and transitions, including reintegration back to learning following exclusions or extended absence.
- 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.*

OHS BEHAVIOURS

We expect all OHS colleagues to demonstrate the following behaviours at all times towards pupils, colleagues and families: accountable, adaptable, collaborative, communicative, creative, empathetic, proactive, resilient.

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PERSON SPECIFICATION

SKILLS, TRAITS, KNOWLEDGE & 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 & EXPERIENCE

- At least current degree level, fully qualified therapist in own specialised field & associated registration with appropriate body (i.e. HCPC, BACP) (essential)
- Significant 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).