



JOB TITLE: Senior Psychological Therapist

LOCATION: Beckmead College

REPORTING TO: Head of School

ACCOUNTABLE TO: Head of School

CONTRACT TYPE: Permanent

Main Responsibilities of the Role

To lead the psychological therapy services for children with social, emotional and mental health needs at Beckmead College.

The job includes assessing children, providing individual and group therapy sessions, maintaining accurate records, liaising with school staff and other professionals, liaising with families, making referrals to other agencies where appropriate, writing reports, providing staff training, attending meetings and undertaking planning and preparatory work in support of the sessions.

The senior role also includes co-ordinating referrals, managing caseloads of other therapists, quality assuring supervision of therapists, development of service in line with the schools' development and current developments in psychological therapies, evaluating the service, ensuring that other therapists comply with school policy and procedures, developing a whole school mental health approach and performance management responsibilities.

The successful candidate will be expected to attend staff meetings and reviews on a regular basis.

He/she will be responsible for making clinical decisions. He/she will manage his/her clinical caseload with support from Head teachers. He/she will be expected to attend regular external supervision of his/her clinical work with a more experienced arts therapist, psychotherapist or other consultant. The college provides some funding for this.

Key Areas

Clinical work and clinical responsibilities

The post-holder will frequently be exposed to distressing emotional material and possible "acting out" behaviours. There will also be the need for intense concentration during the sessions and when writing notes.

To provide therapy sessions for children and young people with social, emotional and mental health needs and social communication difficulties attending the schools.

To discuss children's needs with teachers and external professionals, and to develop individual aims for each child's therapy.

To meet with children's parents/carers and to maintain appropriate communication with them.

To be responsible for children's well-being and safety during sessions and to manage any challenging behaviour. To work therapeutically with children in order to help them express/understand feelings, process trauma, think about behaviour and develop self-esteem and social skills.

To maintain accurate clinical records of sessions.

To allocate time for reading children's files and to keep up to date with any developments with children's situations at home or school.

To provide regular, detailed reports on children's progress in therapy

To regularly review progress of therapy and to make clinical decisions as appropriate.

To develop good channels of communication with teaching staff, social services and other agencies where appropriate (e.g. educational psychology, CAMHS).

To ensure that staff understand the nature of therapy and how they fit with the wider school provision.

To ensure that the work complies with child protection law and to communicate immediately any child protection concerns arising from sessions. To be familiar with the school's child protection procedures.

To ensure that confidentiality and data protection procedures are adhered to.

To attend staff meetings and multi-disciplinary meetings where possible.

To provide specialist advice on the needs of children that the post-holder is working with.

To provide consistency for the children and young people and to work in a flexible way with the demands of the environment in order to maintain that consistency

To work in an inclusive and integrated way within the school, taking on general management roles linked to mental health and PSHE and coordinating the delivery and development of mentoring and drug treatment.

Line Management Responsibilities

Coordination of referrals to the service, co-management of other therapists' caseloads and supervision of other therapists

Ensuring therapists adhere to school policies and procedures and conform to data protection legislation

Lead the implementation of a quality assurance framework that drives continuous practice improvement

Performance management of therapists and analysis of effectiveness of bought-in services

To ensure that the professional needs of therapists are supported by the school

Standard line management duties

Service and School Development:

To work within the codes of conduct of the relevant professional bodies

To ensure that the service fits into the overall ethos of the school.

To advise school management in terms of developing the school as a therapeutic environment and to support a whole school mental health

To oversee referrals to CAMHS

To undertake evaluations of the service and to develop evaluation methods that can feed in to The Trust's Performance Report

To keep up to date with developments in psychological therapies and ensure that the service is based on evidence-based practice

To contribute to the development of therapies within the schools

To provide training for all staff

Professional Development:

To receive regular clinical supervision from an experienced, external arts therapist, psychotherapist or suitable consultant with knowledge of the needs of children and young people with SEMH/SCD/ASD.

To attend INSET days if appropriate and where possible.

To ensure that practice is constantly developed and kept up to date by attending clinically based courses, seminars, conferences and by involvement with the relevant professional body.

To be committed to CPD according to the professional body's guidelines and the guidelines of the Health Professions Council.

To contribute to the development of the profession by dissemination of good practice with other arts therapists, within and outside of school.

Communications and Working Relationships:

The post-holder is responsible for developing and maintaining good working relationships with all stakeholders: teaching and support staff, governors, parents/carers; other professionals involved in supporting the students and their families and training providers of student therapists

Other responsibilities:

The post-holder is not expected to undertake duties that may conflict with his/her role as a therapist, e.g. supervision of children during break times, involvement in disciplinary procedures, involvement in rewards/sanctions systems (unless felt to be appropriate by the post-holder or headteacher)

To carry out any other duties commensurate with the grade and responsibilities of the post, as directed by the Head Teachers

Person Specification

Job Title: Senior Therapist

| | ESSENTIAL | DESIRABLE | HOW TESTED |
|---------------------------|---|--|--|
| TRAINING & QUALIFICATIONS | <p>Post graduate qualification in a creative arts therapy or systemic therapy (with considerable experience of using non-verbal media)</p> <p>Registered with relevant professional body (including either HCPC or UKCP)</p> | <p>Significant training in other therapeutic modality</p> | <p>Application Interview Certificate</p> |
| EXPERIENCE | <p>Previous extensive professional experience of working with children and families as a therapist – at least 5 years.</p> <p>Substantial experience of working with children in highly complex family situations</p> <p>Experience of working with children who exhibit challenging behaviour.</p> | <p>Experience of working with children with ASD and SEMH</p> <p>Experience of managing a team of therapists and supervising student therapists</p> <p>Experience of group-work</p> | <p>Application Interview</p> |

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| KNOWLEDGE AND SKILLS | <p>Knowledge and understanding of a range of psychological therapies, theoretical approaches</p> <p>Skilled in using both non-verbal / creative / activity-based and verbal communication and interaction in therapy</p> | Knowledge of child protection legislation | Application Interview |
| PERSONAL | <p>Ability to contain and work with organisational stress and 'hold' the stress of others</p> <p>Have good judgment about when to act to ensure safety</p> <p>Ability to work alone but can involve colleagues appropriately</p> | | Interview |
| OTHER | Familiar with HCPC / UKCP Standards of Conduct, Performance and Ethics | | Application |