

Arts / Play / Psychological Therapist (Child /Adolescent)

GRADE:	NJC Grade 10, points 30-32
LOCATION:	Beckmead Family of Schools
REPORTING TO:	Beckmead FoS Senior Therapist & Location Head of School
ACCOUNTABLE TO:	Senior Therapist / Head of School

General Description of the Role

To provide therapeutic input for young people with social, emotional and mental health difficulties and / or autistic spectrum disorder across the Beckmead Family of Schools.

To contribute generally to the well-being of the school community and to the development of the organisation. The job includes providing individual, (possibly) group and (dependent on training) family sessions, maintaining accurate records, liaising with school staff and other professionals, liaising with families, making referrals to other agencies, writing reports, providing staff training, supervising trainee therapists (with support from senior therapist), attending meetings and undertaking planning and preparatory work in support of the sessions.

The post-holder will be responsible for making clinical decisions both alone and in consultation with the senior therapist when appropriate. He/she will manage his/her clinical caseload with advice and support from the senior therapist. Beckmead also provides some funding for external clinical supervision.

A flexible approach is essential and the ability and willingness to adapt clinical practice to meet the needs of this challenging client group in order to provide a genuinely accessible service. A willingness to work therapeutically with different arts and play media other than the main medium trained in and also verbally (with support from the senior therapist and additional CPD as required) is a key element of this flexibility. Therapists from different theoretical backgrounds are welcome to apply but the post-holder will need to feel comfortable working within the Beckmead Trust therapeutic approach outlined below.

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 student and young people with social, emotional and mental health difficulties (SEMH) attending the schools.
- To discuss students’ needs with teachers, parents/carers, external professionals and the students themselves and to develop individual aims for each student’s therapy.

- To develop good channels of communication and meet regularly with students' parents/carers, teaching staff and external professionals and to maintain appropriate communication with them.
- To advocate for students if helpful both within school and externally. To proactively help arrange other forms of support for students and families when this may be useful. To proactively influence other agencies in providing the best possible support for students.
- To be responsible for students' well-being and safety during sessions and to manage any challenging behaviour. To work therapeutically with students in order to help them express/understand/better regulate feelings, process trauma, develop positives and resources, cater to unmet attachment and play needs, think about behaviours and develop self-esteem and more healthy relationships.
- To work in a flexible way clinically that balances non-direction and direction and works responsively with verbal communication and different arts and play media. To be willing to use creative technology where appropriate (e.g. music or art software) to aid engagement in sessions. The senior therapist can support with this if needed.
- To work in a flexible and thoughtful way with session boundaries. This may at times require the therapist to work momentarily at least in a directive, firm and behaviourist manner in order to maintain safety. This must also be balanced with thinking together collaboratively and in an exploratory way with students around boundaries, where they should be and how they can be kept to. The senior therapist can support with this if needed.
- To be prepared to work therapeutically with families with additional support and training as required.
- To maintain accurate clinical records of sessions and ensure they comply with data protection legislation.
- To allocate time for reading student's files and to keep up to date with any developments with student's situations at home or school.
- To provide regular, detailed reports on students' progress in therapy. To contribute to Education Health and Care Plans and student reviews.
- To regularly review progress of therapy and to make clinical decisions as appropriate using expert knowledge of therapeutic theory.
- To be responsible for evaluating clinical work.
- To ensure that the work complies with safeguarding law and to communicate immediately any child protection concerns arising from sessions. To be familiar with the school's safeguarding procedures.
- To ensure that confidentiality and data protection procedures are adhered to. To work collaboratively with students in order to share information from therapy that will help other professionals and parents/carers understand and support the student more effectively. To gain consent from students every time detailed information is shared.
- To attend staff meetings and multi-disciplinary meetings where possible.

- To provide specialist advice on the needs of student that the post-holder is working with.
- To provide consistency for the student 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. To work in an empowering way with school staff that respects their experience and knowledge of their students and the difficult work they do
- To provide supervision for trainee therapists on clinical placement at the schools. To monitor their clinical work and be accountable for the safety of trainees and the students they are working with. To develop good working relationships with their universities. To provide specialist advice to the trainees regarding their clinical work.

Service and School Development

- To contribute to the promotion of the therapy provision within the family as an open, accessible and inclusive service.
- To work within the codes of conduct of the relevant professional bodies
- To use expert knowledge to advise on matters related to social, emotional and mental health
- To contribute towards the evaluation and development of the service
- To provide staff training
- To provide supervision and placement management for trainee therapists on placement with support from the senior therapist

Professional Development

- To attend INSET days and after school training as appropriate.
- 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. To identify areas of practice that need to be developed to meet the needs of Beckmead students with the Senior Therapist in performance management.

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.

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 students during break times, involvement in disciplinary procedures etc (unless felt to be appropriate by the post-holder)

To carry out any other duties commensurate with the grade and responsibilities of the post, as directed by the Senior Therapist or Head of School.

Person Specification

Job Title: Arts Therapist / Play Therapist

	ESSENTIAL	DESIRABLE	HOW TESTED
TRAINING & QUALIFICATIONS	<p>Post graduate qualification in a creative arts therapy, play therapy, integrative arts therapy (or child psychotherapy with significant arts or play component)</p> <p>Membership of HCPC, UKCP or BACP</p> <p>Evidence of commitment to continued professional development</p>	<p>Additional therapeutic training</p>	<p>Application Interview Certificate</p>
EXPERIENCE	<p>Significant previous experience of working therapeutically with children or adolescents</p> <p>Experience of working with challenging behaviour</p>	<p>Significant experience of working therapeutically with both children and adolescents</p> <p>Some experience of working with families</p> <p>Experience of working with trauma and attachment difficulties</p>	<p>Application Interview</p>
KNOWLEDGE AND SKILLS	<p>Ability to communicate clearly both verbally and in written form</p> <p>Ability to plan and organise own workload</p> <p>Ability to work collaboratively and respectfully with colleagues</p> <p>Ability to work flexibly and creatively</p>	<p>Knowledge and understanding of a range of therapeutic approaches</p>	<p>Application Interview</p>

	<p>Understanding of attachment, trauma, common child mental health conditions and the relevance of systemic factors to mental health</p> <p>Understanding of child / adolescent psychological development</p> <p>IT skills</p> <p>Awareness of legislation relating to safeguarding and information protection</p>		
<p>PERSONAL</p>	<p>Ability to work effectively and safely with moments of challenging behaviour and distressing “acting-out” during sessions</p> <p>Ability to contain and work with organisational stress</p> <p>Have good judgment about when to act proactively and promptly to ensure safety</p> <p>Ability to work alone but can involve colleagues appropriately</p> <p>Flexible, playful, good sense of humour, warm and approachable</p>		<p>Application Interview</p>