

JOB DESCRIPTION BLENDED PROVISION THERAPIST

PEOPLE MANAGER	HEAD OF THERAPY
LOCATION	HYBRID VARIOUS LOCATIONS 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

We are seeking an experienced and confident psychotherapist, who is very experienced in working alongside children and their parents/carers, to join our outreach provision supporting pupils with Social, Emotional and Mental Health (SEMH) needs and their families.

The post holder will provide therapeutic interventions to pupils who are experiencing significant barriers to school attendance, alongside their families. The post holder will work across the environments that are most meaningful and accessible to each pupil and family, including their home, in school, and online – flexible working is available.

The therapist will work collaboratively with pupils, parents/carers, school colleagues and the wider outreach and therapy teams to develop a shared understanding of the pupil's needs, relationships and experiences. The outreach team will work closely together, made up of a therapist, a child and family practitioner, a specialist teacher and the safeguarding team. Through systemic assessment, formulation and therapeutic intervention, they will support emotional wellbeing, strengthen relationships and identify the conditions that enable pupils to engage positively with learning and education. Where appropriate, the therapist will contribute to a gradual and supported pathway towards increased engagement with the school environment.

KEY RESPONSIBILITIES

- Deliver home based and community-based therapy sessions.
- Support emotional regulation using trauma informed approaches.
- Work jointly with teachers and clinical colleagues to deliver excellent therapeutic education.
- Follow lone working procedures including pre visit and dynamic risk assessments.
- Record concerns in real time and escalate to the DSL.
- Contribute to daily safeguarding triage and follow OHS safeguarding procedures.
- Attend multi-agency meetings and provide updates to families and commissioners.
- Provide high-quality, evidence-informed therapy to pupils and their families.
- Undertake systemic assessment and formulation, considering the child within the context of their, school, peer relationships and wider environment.
- Develop collaborative therapeutic goals with pupils, parents/carers and relevant professionals.
- Provide individual, parent/carer, systemic interventions according to clinical need.
- Work flexibly across home, school, head office and online settings.
- Adapt therapeutic approaches to the developmental age, communication needs and individual circumstances of each pupil.
- Support families to develop greater understanding of patterns of interaction, emotional responses, behaviour and relationships.
- Work therapeutically with pupil and family need, including emotional dysregulation, anxiety, school avoidance, family conflict, trauma, and relationship repair.
- Support pupils and families to develop strategies that enable improved engagement with education, relationships and increased quality of life.
- Where appropriate, support planned transitions from outreach provision towards increased attendance within the school environment.
- Record attendance, engagement and progress accurately.
- Engage in supervision, training and professional development.
- *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.

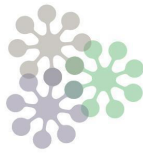
PERSON SPECIFICATION

SKILLS, TRAITS, KNOWLEDGE & UNDERSTANDING

- Excellent knowledge and understanding of therapy (as per specialised field).
- Maintain high standards of professional and ethical practice.
- Complete appropriate clinical assessments, formulations and risk assessments.
- Recognise and respond appropriately to safeguarding concerns.
- Work within safeguarding, lone-working and risk-management procedures.
- Maintain accurate, timely and appropriate clinical records.
- Ensure that interventions are appropriately evaluated and reviewed.
- Participate in clinical supervision and professional development.
- Work within relevant professional standards and ethical framework.
- Strong relational skills and ability to build trust.
- Ability to work independently in home and community settings.
- Outstanding communication skills with pupils, families and professionals.
- Strong organisational skills including punctuality and reliability.
- Ability to cope in high pressure contexts.
- Strong understanding of child development and therapeutic approaches.
- Understanding of relevant policies, codes of practice and legislation.
- Commitment to safeguarding and safe practice.
- Reflective practitioner eager to develop professionally.

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)**
- Experience of working with pupils with SEMH needs or associated SEND
- post-qualification experience working therapeutically with children, young people and families.
- Experience of working with children and young people presenting with complex emotional, behavioural or mental-health needs.
- Experience working with pupils with SEMH needs, Autism, EBSA or trauma linked



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behaviours.

- Experience of systemic assessment, formulation and intervention.
- Experience of working collaboratively within multidisciplinary teams.
- Experience of working with parents/carers as part of therapeutic intervention.
- Ability to adapt therapeutic approaches to meet the needs of the child and their.
- Ability to work confidently with complexity, uncertainty and risk.
- Strong understanding of child development, attachment, trauma and relational approaches.
- Ability to engage children and families who may initially be reluctant to engage with therapeutic services.
- Ability to work effectively in home, school and online environments.
- Strong safeguarding knowledge and practice.