**Job Description**

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|  | **Job Title**  | Creative Arts Therapist  |
| **Trust** | Compass Learning Partnership |
| **Grade** | GLPC Scale points 30 to 39 plus Special School Allowance (Band 6 equivalent) |
| **Reports to** | Therapy Lead |
| **Staffing Responsibility** | N/A |

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| 1. **Job Purpose:**

*(Summary of the overall purpose of the job)* * 1. To provide specialist individual and group creative arts therapy with professionally-informed clinical decision making and case-management in consultation with Head of Therapy and/or Lead Wellbeing Therapist.
	2. To work as part of a multi-disciplinary team to support with prioritising pupils for therapeutic input in consultation with Therapy Lead, Referrals team and own external clinical supervisor.
	3. To work together with education staff, parents/caregivers, members of other agencies providing specialist advice and consultation.
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| **2. Principal Accountabilities and Responsibilities:**CLINICAL 1. Manage own caseload of children, with appropriate support from Senior Wellbeing Therapist and Head of Therapy, in accordance with the service’s models of care, including:
	1. Carrying out observations, informal and formal assessments of children and analysing the results reflecting on own knowledge and experience and seeking more specialist advice as required.
	2. monitoring intervention outcomes and adapting the plan accordingly
	3. providing reports reflecting own knowledge and experience with reference to established and evidence-based practice within the profession
	4. Be able to make reasoned decisions to initiate, continue, modify, or the use of techniques or procedures, and record the decisions and reasoning appropriately
2. Be a key member of the multidisciplinary therapy team providing advice regarding mental health needs for parents / carers, education, and health professionals in respect of both individual children and/or general guidance regarding the management of these difficulties.
3. Establish a trusting and respectful relationship with clients and their parents/carers, ensuring that appropriate boundaries are maintained.
4. Help clients overcome physical, personal, and emotional difficulties through different mediums such as art, play and/or movement.
5. Create a safe environment in which feelings can be contained, acknowledged, and communicated.
6. Work through areas of personal conflict by interacting with clients, either individually or in groups.
7. To maintain a high degree of professionalism at all times, including when working in a highly emotive atmosphere and/or challenging situations.
8. Attend regular referral meetings in order to prioritise the overall Wellbeing caseload across the school and contribute to discussions around care pathways and interventions.
9. Communicate and negotiate resource needs with other Wellbeing therapists and the Budget holder.

TRAINING 1. Collaborate with therapy colleagues and parents/carers to assist in devising, delivering, and evaluating training courses for parents/carers.
2. Collaborate with therapy and education colleagues to assist in devising, delivering, and evaluating training courses for school staff.

ADMINISTRATION 1. Maintain clinical records in line with service policies and HCPC requirements.
2. Contribute to the annual gathering of activity data for information systems and clinical effectiveness measures and undertake audit projects as required.

SERVICE PROVISION 1. Demonstrate knowledge of national legislation, local protocols, and professional guidance relevant to the specialty and advise colleagues accordingly.
2. Contribute data or participate directly in a service development project.
3. Contribute to the development of the school in collaboration with therapy colleagues and other professionals, including creating opportunities for income generating activities, when appropriate.
4. Take the initiative in developing Targeted and Universal levels of provision for Wellbeing in consultation and conjunction with the Referrals team and other Wellbeing Therapists.

PERSONAL PROFESSIONAL DEVELOPMENT 1. Actively engage with clinical supervision demonstrating the ability to reflect on own practice with peers and mentors and identify own strengths and development needs.
2. Actively engage in extending knowledge and clinical experience in areas of personal interest and professional relevance.
3. Maintain and develop core professional competencies, underpinned by current evidence-based practice, national standards and relevant professional body clinical guidelines.
4. Participate in performance management as an appraisee. Be responsible for complying with the agreed personal development plan.

FREEDOM TO ACT The post-holder is responsible and accountable for own actions and is free to use their own initiative and act independently within the remit of the post. COMPETENCE You are responsible for limiting your actions to those which you feel competent to undertake. If you have any doubts about your competence during the course of your duties you should immediately speak to your line manager / supervisor. REGISTERED HEALTH PROFESSIONAL All employees of the Therapy department are required to comply with the School’s code of conduct and requirements of their professional registration. SUPERVISION Where the appropriate professional organisation details a requirement in relation to supervision, it is the responsibility of the post holder to ensure compliance with this requirement. If you are in any doubt about the existence of such a requirement speak to your Manager. RISK MANAGEMENT It is a standard element of the role and responsibility of all staff at each school that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards. RECORDS MANAGEMENT As an employee of the Therapy department, you are legally responsible for all records that you gather, create or use as part of your work within the department, whether paper based or on computer. All such records are considered public records, and you have a legal duty of confidence to service users (even after you leave the department). You should consult your manager if you have any doubt as to the correct management of records with which you work. HEALTH AND SAFETY REQUIREMENTS All employees of each school have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions. Employees are required to co-operate with management to enable Therapy services to meet its own legal duties and to report any hazardous situations or defective equipment. FLEXIBILITY STATEMENT The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances. CONFIDENTIALITY All employees of the Therapy Department are required to maintain the confidentiality of members of service users and members of staff. The Job Description covers only the key result areas and, as such, does not intend to provide a comprehensive list of objectives. Specific objectives will be reviewed yearly and may develop to meet the changing needs of the service. The post-holder will need to take due account, in the way they achieve the key result areas, of school policies and procedures. |

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| **PERSON SPECIFICATION**  |
| **JOB TITLE:**   | **Creative Arts Therapist** |
| **GRADE:**   | Band 6 equivalent   |
| **DEPARTMENT:**   | Therapy team   |

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|   | **method of assessment**  |
|    | **APPLICATION FORM**  | **interview**  | **SUPPORTING EVIDENCE**  |
| **REQUIREMENTS**   |   |   |   |
| 1. **EDUCATION AND QUALIFICATIONS**
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| **ESSENTIAL**   |   |   |   |
| (a) Registration with relevant UK professional body   | \*  |   | \*  |
| (b) Post graduate qualification in chosen form of creative arts therapy, formally recognised by UK professional body | \*  |   | \*  |
| (c) Registration with HCPC (where appropriate for form of Creative Arts Therapy) | \* |  | \* |
| **DESIRABLE**   |   |   |   |
| (d) Membership of special interest group   | \*  | \* |   |
| **2.** **EXPERIENCE**   |   |   |   |
| **ESSENTIAL**   |   |   |   |
| 1. Experience working with paediatric caseload with additional learning needs
 | \*  |  \* |   |
| **DESIRABLE**   |   |   |   |
| (b) Experience of working within a special school setting  | \*  | \*  |   |
| (c) Familiarity using computer software systems essential for resource making  | \* |  |  |
| (d) Experience of design & delivery of training to other professionals and parents | \* | \* |  |
|   **3. KNOWLEDGE**    |   |   |   |
| **ESSENTIAL**   |   |   |   |
| * 1. Sound knowledge of creative arts therapy as it relates to paediatric caseload
 |  | \*  |   |
| * 1. Sounds knowledge of professional standards and legal framework affecting practice
 |  | \* |  |
| (c) Ability to reflect on practice individually and co-operatively with colleagues and supervisors  | \*  | \*  |   |
| (d) Good clinical reasoning skills  |  | \*  |   |
| (e) Understanding the roles of other professionals relevant to the client group.   |  | \*  |   |
| (f) Ability to offer flexible & innovative working practices in order to provide a holistic service to pupils with complex medical and educational needs  |   | \*  |   |
| **DESIRABLE**   |   |   |   |
| (g) Knowledge of legislation relating to children’s education and their disabilities.   |   | \*  |   |
| 4. **SKILLS AND ABILITIES**  |   |   |   |
| **ESSENTIAL**   |   |   |   |
| (a) Ability to be a good team member and to collaborate with colleagues and senior leaders   | \*  | \*  |   |
| (b) Ability to improvise, relate and communicate creatively with people from all walks of life  |  | \*  |   |
| (c) A non-judgemental approach and ability to provide a safe environment  | \*  | \*  |   |
| (d) Excellent organisational, analytical and reflection skills, including ability to reflect on their own emotional processes  |  | \*  |   |
| (e) Excellent empathy, negotiation, conflict resolution and problem-solving skills   |   | \*  |   |
| (f) Ability to plan, prioritise and manage own caseload and delegate work to others where appropriate  |   | \*  |   |