

Recruitment Information Pack

The Health, Therapies and Families Service



'Becoming the Best you can be'



William Henry Smith
School and Sixth Form



William Henry Smith
Specialist College



William Henry Smith
Therapeutic Children's Home



William Henry Smith
Specialist Service

William Henry Smith Foundation

The William Henry Smith Foundation is a not-for-profit registered charity committed to transforming lives and breaking down barriers, empowering every individual to reach their full potential. The Foundation exists to improve outcomes for children and young adults who experience social, emotional and mental health (SEMH) challenges, providing outstanding provision through high-quality working, living and learning environments.

Everything the Foundation does is rooted in strong, trusting relationships and a psychologically and trauma-informed approach. By placing care, compassion and consistency at the centre of its work, the Foundation creates safe and supportive environments where children and young adults feel valued, understood and able to engage, grow and thrive.

At the heart of the Foundation's work is a holistic, personalised approach that recognises each individual's unique strengths, needs and aspirations. Through tailored support and nurturing environments, the Foundation enriches the lives of children and young adults, while also supporting their families, its people and the wider community. This approach ensures that everyone feels safe, valued and a deep sense of belonging.

Working closely with Local Authorities, partners, schools and community organisations, the William Henry Smith Foundation delivers outstanding education, care and therapeutic services that create lasting and meaningful impact. With a strong commitment to excellence, inclusion and wellbeing, the Foundation continues to champion positive change and build stronger, more resilient communities.



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William Henry Smith School & Sixth Form is an outstanding day and residential special school for boys aged 5–19 with SEMH needs. Through a psychologically and trauma-informed, relationship-based approach, the school provides a safe, structured environment where pupils develop a strong sense of belonging and are supported to thrive academically, socially and emotionally. High expectations, personalised support and strong partnerships ensure every young person is empowered to overcome barriers and prepare confidently for the future



William Henry Smith Therapeutic Children's Home provides a safe, nurturing, psychologically and trauma-informed residential environment for children and young adults with complex social, emotional and mental health (SEMH) needs. Grounded in strong, trusting relationships, the home offers personalised therapeutic care that promotes stability, belonging and emotional wellbeing. Through consistency, understanding and high-quality support, children and young people are empowered to develop resilience and build positive futures.



William Henry Smith Specialist College provides a safe, structured and nurturing environment where young people aged 16 – 25 develop a strong sense of belonging and are supported to achieve meaningful academic, vocational and personal outcomes. Through personalised pathways, high expectations and psychologically and trauma-informed, relationship-based approach, the College prepares students for adulthood, further education, employment and independent living.



William Henry Smith Specialist Services works in collaboration with a wide range of organisations to strengthen provision and improve outcomes for children and young adults with social, emotional and mental health (SEMH) needs. We provide bespoke training, consultancy and specialist guidance to schools, settings and services, supporting the development of psychologically and trauma-informed practice, inclusive cultures and effective systems of support. Our work is underpinned by strong values, social responsibility and a commitment to sharing effective practice. We actively contribute to research, publications and professional learning and regularly present at national conferences and professional forums. Through national networks such as NASS, NATSPEC and Engage, we extend our reach and impact, offering targeted support that strengthens education and social care provision locally, regionally and nationally



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Mission Statement

To champion a Holistic and tailored approach, enriching the lives of children and young adults, their families, our people, and the wider community



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CEO / Executive Principal Welcome

As CEO and Executive Principal of the William Henry Smith Foundation, encompassing William Henry Smith School & Sixth Form, William Henry Smith Specialist College, and William Henry Smith Therapeutic Children's Home, I am deeply committed to transforming the lives of children and young adults. Our Foundation is a vibrant, multi-site community delivering high-quality education, care, health, and therapeutic support. Everything we do is rooted in strong relationships and a trauma-informed approach. We look beyond presenting behaviours, prioritising safety, trust, compassion, and emotional well-being so that every child and young adult feels understood, valued, and able to flourish.

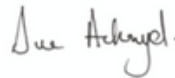


My career began in 1987 in residential care, where I discovered a profound sense of purpose, one that has shaped and sustained my leadership for nearly four decades. Since then, I have progressed through a breadth of senior roles across both care and education, including Deputy Principal, Principal, and now CEO and Executive Principal. Throughout my journey, I have held fast to the belief that education is a transformative force: a pathway to resilience, belonging, and opportunity. This belief continues to guide my commitment to creating environments where children and young adults experience not only learning, but connection, trust, and authentic understanding.

I am a leader who values authenticity, continuous learning, and the courage found in vulnerability. At the William Henry Smith Foundation, we strive for excellence not only for our students, but also for our staff, families, and wider community. We are dedicated to sharing learning, strengthening professional practice, and leading positive change, locally and nationally, so that more children and young adults benefit from environments built on relational safety and neuro-affirming practice.

Beyond my professional life, I am married, a proud mother of two sons, and a devoted grandmother. Fitness and martial arts play an important role in my own well-being: I train regularly in strength and Olympic lifting, speed and agility work, and kickboxing, and I am currently working towards my black belt. This journey strengthens my discipline, resilience, and focus – qualities I bring into my leadership every day.

I believe in what I call work-life brilliance: continually learning, reflecting, and growing while inspiring others to do the same. My leadership is grounded in compassion, resilience, and authenticity, and I hope to encourage others to embrace these values in their own professional and personal journeys.



Sue Ackroyd
CEO/Executive Principal



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Safeguarding

The William Henry Smith Foundation is committed to safeguarding and promoting the welfare of children and adults and expects all staff to share this commitment. The foundation has effective child and adult protection policies which provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. Our recruitment process aims to create and maintain a safe workforce and contains robust vetting procedures. The successful applicant will be appointed subject to references and enhanced DBS check (this is a position working in regulated activity). The successful candidate will be subject to a rigorous safer recruitment process and must adhere to a strict code of conduct regarding behaviour at all times. Shortlisted candidates will be subject to online searches in accordance with KCSIE 2025. The Foundation is also committed to promoting the spiritual, moral, social and cultural development of both students and staff and reflects life in Modern Britain.



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Our Core Values

Our Vision

To transform lives and break down barriers, empowering every individual to reach their fullest potential.

Our Mission

To champion a holistic and tailored approach, enriching the lives of children and young adults, their families, our people, and the wider community.

Unwavering integrity

We lead with honesty, purpose, and an unshakeable belief in what we do.

We hold ourselves to the highest standards, always keep our word, and work hard to earn trust from the children, young adults, families, and people we serve, leaving a lasting mark that extends beyond the classroom.

Close collaboration

It takes a village to raise a child, and that village starts with us. We're a team of listeners, collaborators, and supporters who adopt a curious and compassionate approach, building trusting relationships with local authorities, families, children and young adults, and our people.

By understanding backgrounds, behaviours and lifelong ambitions, we strive to build individualised pathways that are guided, encouraged, and nurtured by specialists.

Compassionate curiosity

Every person's story is unique, and we take the time to understand it. We ask why and dig deeper to uncover the bigger picture. With open arms and open minds, we foster safe and nurturing spaces where children, young adults, families, and communities feel fully supported. We listen without prejudice and respond with care, helping people rewrite difficult chapters into stories of growth, resilience, and limitless possibilities.

Empowering community

We are a thriving village where every voice matters, and everyone is valued. By embracing diversity in all its forms, we foster an enriching environment where individuals feel seen, heard, and supported around the clock. This applies to families, communities, and our people as well as children and young adults, with a deep sense of belonging echoing throughout everything we do.

Visionary thinking

We know that to inspire others, we must feel inspired ourselves. That's why we set the highest standards. We lead by example, role modelling behaviours that help shape those around us. With enthusiasm, optimism, and unwavering belief in children, young adults, and our people, we nurture an environment where everyone is empowered to surpass what they thought possible. Our shared purpose, expert knowledge, and passion for progress drive us to build something even bigger than ourselves.



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The Health, Therapies and Families Service

The William Henry Smith Foundation has an extensive health and therapeutic offer. Staff across the foundation have had training to understand the impact of relational and developmental trauma and a psychologically informed approach is used to understand and respond to children and young people's needs.

The health, family and therapy team have staff who are trained in various modalities; including physical health, trauma, psychotherapy; EMDR; clinical psychology; systemic and family therapy; counselling; creative psychotherapies; speech and language therapy, occupational therapy and sensory integration.

Many of the team are trained in Dyadic Developmental Practice (DDP) and use these principles within their work. The team offers individual, dyadic (parent/carer and child), family and group therapy as well as working systemically.

Group sessions for students currently include:

- Psychotherapy groups which are co-facilitated by two therapists of different modalities, creating combined arts-based therapy groups. These are both short and long term and focus on relationship building, improving self-esteem and improving the boys' ability to function more healthily in groups
- Shorter term, skills-based groups are also offered focussing on a particular need. Education colleagues are encouraged to be part of these groups, with the intention being that skill and development progress emerging from groups can be developed further within children's day to day life around school

Groups targeting particular cohorts are also offered, including:

- Grandparents group which offers an informal, supportive therapeutic space for grandparents acting in a parenting role to share their struggles and gain support from people in a similar situation to themselves, facilitated by family and creative therapists.
- NVR parent groups
- Therapeutic parenting groups

The health, therapies and families team also work 'beyond the drive' to offer support via the specialist cluster or by private arrangement, supporting colleagues within specialist and mainstream schools with training, skill development and formulation to enrich the offer and experience for children and families across Calderdale and beyond



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Overview of the Role

Working as part of a clinical team to provide a Psychology service within The William Henry Smith Foundation the Psychologist will play a key role in supporting children and families of children with SEMH needs directly working under the Head of Therapeutic Practice and Health as well as supporting the Foundation to develop psychologically informed practices. The Psychologist will be based within the health, therapies and families' service.

As the Lead Psychologist within the foundation, you will join a highly experienced Multidisciplinary Clinical Services Team comprising Speech and Language Therapists, Occupational Therapists, Creative Therapists, Family Therapists, Counsellor, social worker and health practitioners. You will be part of a therapeutic team working with children and young people to provide high quality assessment and intervention, identifying and addressing areas of social, emotional, mental health and cognitive need. You will also be involved in the development of MDT therapeutic plans of support that will meet EHCP requirements and address identified needs to support educational attainment and access to learning. As a psychologist you will be based across both our education and residential offers as well as offering support to external services as required.

You will work alongside the Multidisciplinary Clinical Team, residential and educational staff, to support the psychologically informed therapeutic practice model with a focus on complex trauma, neurodiversity and Special Educational Needs. You will be involved in the provision of training and guidance to the team around the children and young people. Working with external agencies and parent/carers is a significant part of supporting children and young people and as part of the Health, Therapies and Families team you will work closely with CAMHS, Social Care and parents where necessary. As the lead psychologist you will work alongside the Head of Therapeutic Practice and Health and other senior professionals to support and promote good practice within the Foundation and to develop the skills and knowledge of the multi-disciplinary team. In addition, you will provide line management and supervision for the assistant psychologists and clinical leads across the service and may be responsible for developing relevant areas of specialism as required. You will act as a role model for other clinicians and operational colleagues in line with the expectations of the Foundation's mission, vision and values.

To undertake all aspects of Psychological clinical duties, working within the ethical framework provided by the rules of professional conduct. To offer a psychological service through direct involvement with them and through working with others that support the client group. To provide advice, information, consultation, reflective practice and training to staff, other members of the clinical team, commissioners, and other agencies.



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Job Description – Clinical Psychologist

Duties and Responsibilities:

- Provide psychological services within the Foundation and as part of an external services offer
- Provide leadership to the health, therapies and families service under the direction of the Head of Therapeutic Practice and Health
- Provide clinical, therapeutic and practical support to children, young adults, families, staff teams and other professionals working both within and external to the Foundation.
- Plan and deliver assessment and therapeutic interventions, and advice.
- Offer psychological support to children, young adults, families and the foundation staff systems through onsite, offsite, and remote video calls (e.g., Zoom, Teams).
- Contribute to the multi-disciplinary team, providing psychological input and participating in team development.
- Liaise with foundation staff to enhance their clinical understanding of students and families.
- Represent the school professionally while working with external agencies to advocate for students and families.
- Uphold the school's Quality of Life, psychologically informed and Positive Behaviour Support (PBS) ethos in all interactions.
- Model self-care, reflection, and positive mental health as part of the school's ethos.
- Promote diversity, collaboration, equality and inclusion across the school community.

Leadership:

- Offer clinical support and oversight to the Health, Therapies and Family Team (HTFTs) in the form of training, supervision and reflective practice
- To plan and supervise the work of psychology students, assistant psychologists and trainee psychologists and be responsible for their support in their placements
- To contribute to proposals and implementation of policy and service development changes in relation to psychology and psychological therapies
- Responsible for contributing to and working with clinical leads on the planning, organising, auditing and developing of policy strategies for the delivery of the Health, Therapies and Families service
- Supervise other therapists and MDT colleagues as appropriate
- To provide training and supervision for staff
- Contribute to the development of audit, service evaluation and research profile as appropriate
- To lead on the planning and delivery of psychologically and trauma informed care
- Undertake psychological assessments and support complex multi-disciplinary formulations
- Deliver and oversee the delivery of 1:1 and group interventions
- To provide specialist advice and consultation on psychological understanding, interventions and evaluations
- To contribute to recruitment shortlisting and interviewing as appropriate across the service



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Job Description – Clinical Psychologist

Leadership Continued

- To undertake project management, including complex audit, research and service evaluation projects with colleagues within the service, to help develop service provision
- To prepare and present information from audits, evaluations and research to professional audiences within and outside of the foundation
- Assist in the development of the Health, Therapies and Families service to ensure high-quality care

Professional:

- To adhere to professional/accrediting body codes of conduct, policies and procedures (e.g. HCPC, BABCP, BPS)
- To receive regular clinical supervision from an appropriately qualified and experienced supervisor, in accordance with the BPS and the HCPC guidelines and, where appropriate, from other senior professional colleagues
- Engage in appropriate CDP and share learning with others
- To undertake research and prepare papers for publication based on audit, evaluation, research and development work
- To utilise theory, evidence-based literature and research to support evidence-based practice
- To be aware of, adhere to, and where appropriate, contribute to the formulation and review of the foundations policies and procedures
- To maintain and develop high standards of psychology/psychological therapy practice by engaging in continuing professional development and co-operative working/networking with therapists, clinical, counselling and forensic psychologist colleagues
- To actively participate in regular line management supervision with the Head of Therapeutic Practice and Health
- To participate in the organisation's annual performance review and personal development planning process with the clinical supervisor and line manager
- To keep up to date with legislation, national directives, policies and NICE guidelines in relation to the work delivered.

Assessment, Collaborative Planning and Evaluation:

- Conduct initial and ongoing assessments with children, young adults and families
- Contribute to the development and implementation of intervention plans aligned with individual and family goals, and involving students and families in the planning and prioritisation of care plans
- Contribute to students' Individual Education Plans (IEPs) and EHCPs, ensuring therapeutic and clinical goals are integrated with educational targets.
- Reflect on students' progress with colleagues to develop appropriate strategies to enhance performance.
- Communicate complex assessment findings effectively to families, students (where appropriate), and professionals.
- Support the implementation of PBS and psychologically informed principles, ensuring human rights, dignity, and inclusion
- Develop and implement effective outcome measures both for individuals and families and for the health, therapies and families' service



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Job Description – Clinical Psychologist

Collaboration and Advocacy:

- Work collaboratively with individuals, families, educational staff, health professionals, and social care teams to design and implement evidence-based effective intervention plans
- Liaise with other professionals, including educators and external agencies, to support students and families in accessing additional resources and services.
- Support the foundation to explore and extend the offer within and beyond the William Henry Smith Foundation community
- Provide emotional support and guidance in times of crisis, ensuring all safeguarding protocols are followed (within term time).
- Assist in stabilising situations and creating actionable plans to address ongoing concerns.
- Maintain a client-centred approach, considering the needs of students and families whilst being aware of surrounding systems and networks.

Documentation, communication and Reporting:

- Maintain accurate, confidential records of sessions, assessments, and outcomes, in compliance with safeguarding, GDPR and data protection policies.
- Complete therapy reports in compliance with education legislation, HCPC and BPS recommendations and best practices.
- Contributing to the evaluation and refinement of intervention plans
- Maintain sensitivity when sharing complex or distressing information about students' difficulties and their impact on families.
- Demonstrate empathy and strong communication skills to address potential barriers to understanding.

Knowledge and Understanding:

- Stay informed about current issues impacting children, young people, and families' social, emotional, and economic well-being
- Maintain a clinical understanding of developments in psychological practice.
- Adhere to client confidentiality and maintain appropriate therapeutic boundaries.
- Have a sound understanding of safeguarding, SEN procedures, and relevant legal frameworks

Managing Own Performance and Development:

- Maintain professional skills and adhere to ethics and guidelines set by regulatory bodies (e.g., BACP, UKCP, HCPC).
- Maintain professional registration
- Demonstrate effective negotiation and motivation skills to engage students and families in therapy.
- Attend management supervision regularly, providing updates to the Head of Therapeutic Practice and Health and seeking advice and guidance where required
- Actively participate in clinical supervision and professional development



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Job Description – Clinical Psychologist

Other Specific Requirements:

- Understand their professional responsibilities in relation to the Foundation's policies and practices.
- To participate in whole Foundation training days.
- To ensure your Essential Training/Reading is kept up to date as well as any CPD relevant to the role.
- To work across all Foundation sites as and when required by line management.
- To undertake such other duties appropriate to the post as may from time to time be required to ensure the smooth and efficient running of the Foundation



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Colleague Benefits & Wellbeing Brochure

At the Foundation, our colleagues are at the heart of everything we do. This brochure brings together the wide range of benefits, wellbeing support, and professional development opportunities available as part of our vision to transform lives and break down barriers, empowering every individual to reach their fullest potential, based upon Our Core Values

Health & Wellbeing Support

Westfield Health

Fully funded core cover (colleagues pay only the taxable benefit). Includes:

- Doctor Line & Best Doctors access
- CBT sessions and counselling
- 24/7 counselling and legal advice
- £150 alternative therapies allowance
- £150 physiotherapy and related therapies allowance
- Routine healthcare cashback (dental, optical, chiropody)
- Easy access via dedicated app

Fitness & Lifestyle Support

- Nutritional and physical training from a specialist personal trainer
- Lifestyle, wellbeing and financial guidance
- Encouragement of peer learning and shared expertise

Headspace

Reduced annual subscription for meditation, mindfulness, sleep tools and stress reduction

Menopause Café

A supportive and inclusive space to learn, share experiences, and access resources

Annual Flu Vaccine

Free flu vaccinations delivered onsite.

Life Assurance Scheme

4x annual salary coverage (or via Teachers' Pension Scheme). Expression-of-wish form completed on joining.

Occupational Health

Onsite Occupational Health Nurse and a team of external consultants supporting physical and emotional wellbeing.



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Work–Life Brilliance

Quality of Life Hour

Weekly dedicated wellbeing hour with activities such as yoga, HIIT gym work, arts & crafts, gardening, bingo, badminton, darts, secret spa sessions, nail delights and more

Free Staff Meals

- Daily hot lunch in The Barn for School-site colleagues
- Delivered meals for College-site colleagues
- Termly refreshed menus and meals provided on L&D days

Wellbeing Gifts & Celebrations

- Wellbeing gifts at Christmas and Easter
- Subsidised staff Christmas party and end-of-summer celebration

Free On-site Parking

Accessible, free parking with encouragement of car sharing.

Life Days

- One paid Life Day each academic year
- An additional Life Day for 100% attendance

Healthy Email Boundaries

Colleagues are encouraged not to check or send emails between 7pm–7am or on weekends (unless required by role).



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Financial & Lifestyle Benefits

Discounts for Teachers

- Free membership for all staff, providing:
- Discounts across retail, travel, utilities, insurance and more
- Cashback opportunities via an ode card

Perks @ Work

Free access to discounts across travel, groceries, electronics, cinema, home & garden and more

Cycle to Work Scheme

Available after 6 months' service via salary sacrifice, repaid over 12 months.

Branded Work Wear

Quality branded work wear, of which some is subsidised

Contributory Pension Scheme

- Competitive employer contributions to the Peoples Pension scheme:
- Standard: 4% employee / 6% Foundation (10% total)
- Higher: 5% employee / 7.5% Foundation (12.5% total)
- Heads of Departments Higher: 5% employee / 10% Foundation (15% total)
- All contributions made by way of salary exchange to provide for additional National Insurance contributions savings
- Teachers have separate pension arrangements through the Teachers Pension Scheme

Long Service Awards

Recognition gifts and certificates; additional week of holiday pay for term-time staff after 5 years' service.



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Leave & Family Support

Maternity, Adoption & Parental Support

Up to 12 months leave for all, with enhanced Foundation pay based on service and role

Additional Paid Leave

- Compassionate Leave
- Bereavement Leave
- Religious Observance
- Time Off for Dependants
- Funeral Attendance

Enhanced Family Leave

- Paternity Leave
- Neonatal Care Leave
- Parental Bereavement Leave



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Learning, Development & Career Growth

Induction & Onboarding

- A welcoming, structured start including:
- First-day induction
- 4-week onboarding programme
- Assigned buddy system
- Half-termly SLT "Meet & Greet"

Learning & Development Programme

- Three L&D days annually with keynote speakers
- Access to in-house and external training
- Coaching and mentoring
- Clinical supervision (internal and external)
- Access to extensive online learning via the National College

Performance Development Reviews (PDRs)

- Objectives set in September
- Interim review in March
- Full review in July
- Performance-related pay increments considered annually
- Exceptional recognition opportunities

Employee Voice & Community

Wellbeing Champions

Each department has a designated champion who works closely with SLT to ensure colleague voice shapes Foundation decisions

Surveys & Feedback Loops

Regular surveys and forums ensure your voice directly contributes to meaningful change

Working Together for a Thriving Community

Every benefit in this brochure reflects our commitment to fostering a compassionate, collaborative, empowered and future-focused workplace. Thank you for being a valued part of the William Henry Smith Foundation. If you have any questions, the HR Team is always here to support you.



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