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Job

Description

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| **Role:** | Therapeutic Intervention Lead |
| **Salary:** | West Sussex Grade 6 plus Crawley Fringe Allowance  FTE Salary: £26,900 |
| **Contract Type:** | Permanent |
| **Hours:** | Full-time, TTO including INSET days. 37 hours per week: Monday- Thursday 08:30-16:30 and Friday 08:30-16:00. |

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| **Reporting to:** | Assistant Head (Mental Health Schools Lead) |
| **Purpose:** | Extend the Leadership of the Headteacher.  Create the **opportunity**and**capacity**for all members of the school community to learn.  Embody the Christian ethos and underpinning elements of the school. |
| **General:** | **1. Leadership and Coordination of Therapeutic Support**  This role involves leading and coordinating all therapeutic interventions and support within the school, specifically for young people facing barriers to learning. This includes overseeing provision, providing immediate emotional support, and ensuring interventions are effective and adjusted as needed.  **2. Comprehensive Student-Centered Care**  The position focuses on delivering holistic, tailored support to students, particularly those with complex needs or experiences of trauma. This involves developing strong relationships with students, implementing behaviour support plans, monitoring emotional regulation, and making proactive interventions.  **3. Collaborative Engagement and Referral Management**  The role requires extensive collaboration with internal staff, external therapeutic services, and families to ensure a complete understanding of student needs and a coordinated approach to support. It also encompasses managing the referral process for escalated needs, such as those to CAMHS. |
| **Conditions of Service:** | Reference should be made to the specific provisions referred to in this job description. |
| **Key Duties:** | * To lead on Therapeutic Support within the school, under the direction of AHT Mental Health Schools Lead * To coordinate therapeutic intervention and support for young people. * To lead provision delivered in HTS * To provide first response therapy and emotional support for young people throughout the school day * To liaise with external therapeutic services in order to ensure appropriate provision is planned and delivered in line with the complex learners needs * In consultation with the Deputy Headteacher/Assistant Headteacher - Alternative Provision, identify, develop and lead appropriate therapeutic interventions, including reviewing and reporting on the effectiveness of such interventions, and making changes when necessary as part of their adapted curriculum offer. * To work within a team that engages with parents and carers to ensure that a full picture of need is available, taking into account all relevant factors, so that a fully holistic education and care package of support can be put into place * To monitor and analyse the patterns of dysregulation and identify triggers in order to support the implementation of appropriate interventions to reduce emotional dysregulation * To support the creation and implementation of positive behaviour support plans for complex learners * To provide reports for monitoring and evaluation purposes as required, of young peoples therapeutic sessions * To ensure that accurate logs are kept which relate to intervention and maintain routine monitoring of identified young people/groups * To support the referral process for young people, whose needs to be escalated to CAMHS, including, making referrals, liaising with relevant professionals or other services, ensuring accurate and timely providing of relevant information.   *Support for students*   * To lead on the therapeutic provision within HTS * To coordinate and deliver Therapeutic Intervention to young people or groups of young people in order to work on highlighted targets and goals * To advise on what therapeutic provisions young people would most benefit from in AON and other relevant professionals meetings * To develop relationships with young people needing support, with the aim of being able to support them to negotiate experiences of trauma, loss and rejection, in particular children we care for, post adopted and those with special guardianships arrangements * To be responsive to issues as they arise and be sufficiently knowledgeable of our young people and their presentation in order to be proactive in intervening, including de-escalation strategies. * To work with young people on a daily basis ensuring that all young people are able to engage in the school community * To work alongside professionals to engage with families to ensure that young people at HTS are able to engage in life at HTS * When necessary to attend multi-agency meetings as required to ensure a joined up approach between school and home * To work alongside professionals to liaise closely with all staff in order to share information and ensure targets and plans are coordinated and joined up |
| **Generic Duties:** | To deputise in the absence of other staff.  Undertake duties involving student contact, as requested. |
| **CPD:** | To follow a mutually agreed programme of continuing professional development.  Training on all systems will be given |
| **Additional Information:** | For inset training you will be aligned with the administration team.  Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description in a reflection of the changing needs and circumstances as the school develops and grows. |

Signed: ……………………………………………………………… (Post Holder) Date: ………………..……….

Signed: ……………………………………………………………… (Line Manager) Date: …………..…………….

The particular duties assigned to this post are set out above but should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. These duties may be reviewed and amended in consultation with the post holder in light of any changes in the requirements and priorities within the school. Such variations are a common occurrence and cannot of themselves justify a re-grading of the post.