BROMLEY TRUST ACADEMY

CANDIDATE PACK

Therapy and Wellbeing Lead – Creative Arts Therapist



Start date:
January 2027

Location:
Midfield Way,
Orpington, Kent -
BR5 2QL

LONDON SOUTH EAST ACADEMIES TRUST

BROMLEY TRUST ACADEMY

About Us

As a school we aim to broaden horizons for our pupils, supporting them until they are ready to transition into their next school. We work hard to ensure that every young person we work with receives the best possible learning opportunities.

Our Midfield Campus provides education and support for 5 -11 year olds pupils who are at risk of being, or have been, permanently excluded from primary school. We aim to work with these young people to identify and remove barriers to learning, so that where possible they can return to a mainstream school or access a specialist school setting if more appropriate.



LONDON SOUTH EAST ACADEMIES TRUST

BROMLEY TRUST ACADEMY



About the Trust

Our school is part of London South East Academies Trust - a multi academy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools

Read more on the trust website: LSEAT.co.uk

LONDON SOUTH EAST ACADEMIES TRUST

We believe in securing the best for all our pupils, with inclusion and cohesion at the heart of our school's ethos. We aim to raise standards by supporting the development of every child as a reflective pupil, striving to ensure that everything we do has a positive impact on them.

We are proud of our record in promoting equality for all. We offer a happy, secure and stimulating learning environment in which the whole school community can grow in confidence and develop to their full potential.

Our Values

As a school, we believe that we 'decide' our own futures:

Discovery – every day we try to discover new things

Endeavour – try hard everyday

Community – believing in our communities and being leaders there

Independence – become independent pupils

Decisions – making sensible decisions

Everyday – doing all of the above, everyday

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Job Description

Job title: Therapy and Wellbeing Lead – Creative Arts Therapist

Salary: From H28 on the LSEAT Harmonised Payscale

Contractual Hours: Part-time

Contractual Weeks: Term Time Only

Position Status: Permanent

We're looking for a qualified Art, Music, Drama or Play Therapist with substantial experience supporting children and young people with complex emotional, social and behavioural needs.

To learn more and apply, please visit our vacancies page or contact Priya Vithani, Therapy Lead, for an informal discussion.

Priya.vithani@bromleybeacon.lseat.org.uk, 01689 821205



Are you a qualified Creative Arts Therapist looking to make a real difference to the lives of children with social, emotional and mental health needs?

Seeking an experienced, reflective and adaptable Therapy and Wellbeing Lead to lead and develop our therapeutic provision within our primary alternative provision setting. You'll combine direct therapeutic work with pupils, consultation with staff and families, safeguarding, wellbeing leadership and service development.

This rewarding role offers the opportunity to:

✅ Lead and shape a therapeutic service within a specialist SEMH setting
✅ Work directly with children aged 5–11
✅ Support staff and families through consultation and training
✅ Be part of a highly supportive Trust therapy network
✅ Access regular supervision and professional development opportunities

Job Description

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Bromley Trust Academy is seeking an experienced, reflective and adaptable therapist to lead and develop the therapy and wellbeing provision at its Midfield Campus, a primary alternative provision setting for children aged 5-11 with social, emotional and mental health (SEMH) needs.



The post combines direct therapeutic work with clinical assessment, consultation, safeguarding and risk management, partnership with families and external agencies, and contribution to a psychologically informed whole-school approach. The post holder will manage their own clinical caseload and exercise professional judgement within their training, competence and scope of practice. They will work closely with the Head of School, school staff and the wider Trust therapy team.

This is an opportunity for a practitioner who enjoys working creatively and relationally with children, can think systemically about the factors shaping a pupil's presentation, and is motivated to develop a responsive therapeutic service within a complex educational environment.

Job Description

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About the setting

Bromley Trust Academy (Midfield Campus) is part of London South East Academies Trust. The school supports primary-aged pupils who have been permanently excluded, are at risk of permanent exclusion, or require an alternative educational setting. Pupils may present with a range of emotional, psychological, developmental, social and behavioural needs, often in the context of complex family, school and wider environmental experiences.

The school has a commitment to supporting mental health and wellbeing, recognised through a Gold award from the Carnegie Centre of Excellence for Mental Health in Schools. The post holder will be based at Midfield Campus. Any off-site work will be agreed and undertaken in appropriate school or community settings.

Purpose of the role

To lead the delivery and ongoing development of a safe, accessible and effective therapy and wellbeing service at Midfield Campus. The post holder will provide and coordinate appropriate therapeutic support for pupils, contribute to support for parents/carers and staff and work collaboratively with the school community to strengthen understanding of SEMH needs and promote positive mental health.

Additional information

The post is subject to an enhanced Disclosure and Barring Service (DBS) check. The post holder is expected to comply with all Trust and school policies, including safeguarding, health and safety, equality, confidentiality and data protection. The role is based at Midfield Campus. Any travel or off-site work must be agreed in advance and undertaken in appropriate settings. The post holder must practise within the limits of their professional training, competence and scope of practice.

Key Responsibilities

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1. Clinical assessment, referral and intervention

- Coordinate and triage referrals to the therapy service, working with school staff and safeguarding leads to identify need, consider urgency and prioritise access to support.
- Undertake appropriate assessments and develop a thoughtful understanding of pupils' emotional, psychological, developmental, communication and behavioural needs within the context of their family, school and wider environment.
- Use professional judgement to determine the most appropriate response. This may include individual or group therapy, psychoeducation, consultation with staff, parent/carer support or referral/signposting to another service.
- Plan, deliver, monitor and review short, medium or longer-term therapeutic interventions, agreeing aims and reviewing progress and ongoing need.
- Use an integrative, evidence-informed approach, drawing on appropriate creative, relational, cognitive-based, supportive and exploratory methods within the post holder's professional training and scope of practice.
- Adapt interventions to pupils' developmental stage, communication style, strengths, interests, needs and capacity to engage.
- Provide occasional responsive or crisis support where appropriate, while recognising the limits of the therapeutic role and following agreed school safeguarding and escalation procedures.
- Maintain appropriate therapeutic boundaries, informed consent, confidentiality and professional standards.

2. Safeguarding and clinical risk

- Maintain an active awareness of safeguarding concerns and risks affecting pupils' safety and wellbeing, and follow the school's safeguarding policies and procedures.
- Respond appropriately to disclosures and concerns relating to abuse, neglect, exploitation, self-harm, suicidal ideation and other forms of harm.
- Communicate relevant information proportionately and appropriately with parents/carers, school safeguarding leads and external professionals, in line with information-sharing requirements and the child's welfare.
- Keep accurate, timely and secure clinical records.
- Work within professional and organisational policies, recognising the limits of personal competence and seeking advice, supervision or onward referral when required.

Key Responsibilities

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3. Whole-school mental health and wellbeing

- Promote a psychologically informed, relational and trauma-aware approach to understanding and responding to pupils' needs across the school.
- Work collaboratively with senior leaders, teachers, support staff and other professionals to embed an understanding of SEMH within everyday school practice.
- Offer consultation and guidance to staff to support their understanding of pupils' emotional and psychological presentations, communication and behaviour.
- Contribute to the development of a therapeutic culture in which behaviour is considered in context and staff are supported to respond consistently, sensitively and developmentally appropriately.
- Identify relevant staff learning needs and plan or deliver training, CPD and psychoeducation on mental health, wellbeing and related topics.
- Contribute to the development and delivery of whole-school wellbeing activities, resources and initiatives.

4. Work with parents/carers and external agencies

- Build constructive and respectful relationships with parents and carers, recognising their knowledge of their child and the importance of family context.
- Offer appropriate consultation, guidance, psychoeducation and signposting to parents/carers, including contributing to parent/carer support opportunities where agreed.
- Work collaboratively with relevant professionals and agencies, which may include CAMHS, social care and other health, education or voluntary-sector services.
- Attend and contribute to relevant planning, review, safeguarding and multi-agency meetings, sharing information appropriately and advocating for pupils' needs.
- Support effective communication between the therapy service, school staff, families and external professionals where this is appropriate and consent or safeguarding requirements are met.

Key Responsibilities

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5. Evaluation and service development

- Use relevant SEMH information, referral patterns and other available data to identify pupil and whole-school needs and inform therapeutic priorities.
- Monitor and evaluate therapeutic work using appropriate feedback, outcome information and professional reflection.
- Prepare clear clinical reports.
- Contribute to the review and development of relevant policies, procedures and the Trust's therapy strategy.

6. Professional practice and team contribution

- Work in accordance with the relevant professional code of ethics, standards of proficiency, safeguarding requirements and organisational policies.
- Participate in regular line management, clinical supervision and peer support, and maintain ongoing continuing professional development.
- Contribute to the wider Trust therapy team, sharing relevant expertise and participating in collaborative service development.
- Where agreed, contribute to the induction, coordination or support of trainee therapists or placement students, within the post holder's competence and the arrangements established by the Trust.

Working relationships

The post holder will work closely with the Head of School, senior leadership team, safeguarding leads, teaching and support staff, the Trust therapy team, parents/carers and relevant external agencies. The post holder will be professionally accountable for their own practice and will seek supervision and consultation in accordance with professional requirements and Trust arrangements

Support and supervision

- Regular line management.
- Fortnightly peer support with therapists across the Trust.
- A contribution of up to £600 per academic year towards external supervision, subject to Trust arrangements.
- Induction and access to relevant Trust and school policies, guidance and online training.
- Safeguarding training and updates.

Person Specification

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Professional Qualification and Registration	Essential	Desireable
A recognised postgraduate professional qualification in an appropriate therapeutic discipline relevant to the post (art therapy, music therapy, drama therapy, play therapy)	√	
Current registration with the relevant statutory regulator where applicable. Where the post is advertised as an arts therapist, applicants must hold current HCPC registration in the relevant protected profession (art therapist/art psychotherapist, dramatherapist or music therapist)	√	
Current membership of the relevant professional body and/or adherence to the applicable professional code of ethics	√	
Evidence of ongoing continuing professional development and commitment to reflective practice	√	
Experience	**Essential**	**Desireable**
Substantial relevant post-qualification experience of therapeutic work with children and/or young people experiencing emotional, psychological, social, developmental or behavioural difficulties	√	
Experience of working with children and young people with complex needs and/or from vulnerable or disadvantaged backgrounds	√	
Experience of assessing need, planning appropriate interventions, managing a caseload and reviewing therapeutic work	√	

Person Specification

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	Essential	Desireable
Experience of working collaboratively with families, education staff and/or other professionals	√	
Experience in a PRU, alternative provision, specialist school or similarly complex educational setting		√
Experience of working with neurodivergence, additional communication needs, trauma, attachment-related needs, loss or other complex presentations		√
Experience of group work, parent/carer consultation, staff consultation or psychoeducational interventions		√
Experience of contributing to staff training, service development or evaluation		√
Knowledge and Understanding	**Essential**	**Desireable**
Sound understanding of safeguarding and child protection in an educational or clinical setting	√	
Understanding of clinical risk, including appropriate responses to self-harm and suicidal ideation, within the limits of the post holder's professional role and competence	√	
Understanding of confidentiality, consent, information sharing, record keeping and professional boundaries	√	
Knowledge of evidence-informed therapeutic practice and the ability to select approaches appropriate to the child and context	√	

Person Specification

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	Essential	Desireable
Understanding of the importance of family, school, social and environmental factors in shaping children's emotional wellbeing and presentation	√	
Knowledge of trauma-informed, relational, systemic and developmental approaches to working with children		√
Skills and Personal Attributes	**Essential**	**Desireable**
Ability to work autonomously, use sound professional judgement and recognise when to seek advice or make a referral	√	
Strong assessment, communication and relationship-building skills	√	
Ability to communicate sensitively and effectively with children, parents/carers, colleagues and external professionals	√	
Ability to manage competing priorities, organise a caseload and maintain accurate records	√	
Ability to work collaboratively while maintaining appropriate professional independence and boundaries	√	
Reflective, flexible and resilient approach to working in a complex and changing environment	√	
Ability to interpret relevant data and use evaluation to inform practice and service development		√

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How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form, please view our vacancies page here.

Closing Date: 3 December 2026
Interviews: Week commencing 7 December 2026



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