

## Therapy Assistant – Job Description

<b>Job Title:</b>	Therapy Assistant
<b>Supervised by:</b>	SENCo/Therapy Lead
<b>Working with:</b>	Internal: Students, Teachers, LSAs, Office Staff, OHCAT Staff, Therapists, Psychologists External: Families, Social Services, Youth Offending Service, Local Authorities

### Aims and purpose of the role

To support the delivery of therapeutic interventions across the school in collaboration with therapists, the SENCO and wider pastoral team. The Therapy Assistant will help students access social, emotional and therapeutic support which enables them to engage safely and successfully in education.

The role involves supporting both universal and targeted therapeutic provision for students with SEMH, neurodiverse and trauma-related needs, including students with EHCPs.

### Therapeutic Support

- Support the implementation of therapy programmes designed by therapists and/or the SENCO.
- Deliver agreed therapeutic activities and interventions under supervision.
- Assist students to regulate emotions and access learning throughout the school day.
- Support interventions such as emotional regulation work, social skills programmes, therapeutic mentoring, sensory regulation activities, creative therapeutic activities and Canine Assisted Learning where applicable.
- Reinforce therapeutic strategies consistently across school routines.

### Working with Therapists and Professionals

- Deliver Work collaboratively with internal and external therapists.
- Prepare resources and environments for therapy sessions.
- Support therapists during direct sessions where required.
- Feed back observations regarding student presentation, regulation and engagement.
- Implement recommendations from EHCPs and therapy reports.

### Student Support

- Build safe, positive and professional relationships with students.
- Support students during periods of dysregulation using restorative and trauma-informed approaches.
- Encourage independence, communication and emotional literacy.
- Promote student wellbeing, attendance and engagement.

### **Recording and Monitoring**

- Maintain accurate records of interventions and student progress.
- Contribute to APDR cycles and intervention reviews.
- Record safeguarding and wellbeing concerns using school systems such as CPOMS.
- Support evidence gathering linked to EHCP outcomes and Section F provision.

### **Safeguarding and Professional Responsibilities**

- Maintain professional boundaries and confidentiality.
- Follow all safeguarding, behaviour and health & safety policies.
- Participate in supervision, training and CPD.
- Support the school's inclusive, therapeutic and relational ethos.

### **General Duties & Responsibilities**

- Represent the school positively and professionally in all contact with the wider community.
- A shared responsibility with all staff to ensure the health and safety of all members of the school.
- Establish good relationships with students, acting as a role model and being aware of, and responding appropriately to individual needs.
- Treat all colleagues in a courteous and helpful manner, challenging discriminating behaviour.
- Set a good example in terms of dress, punctuality and attendance.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection – report all concerns to the appropriate person.
- Attend team and staff meetings and training where required.
- Any other duties that the School Business & Exams Manager or Principal may reasonably direct from time to time which are considered to be commensurate with the grade of the job.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect changing roles and responsibilities.
- This job description may be amended at any time following discussion between the Principal, Appraisal line manager and the member of staff, and will be reviewed regularly.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

## Person Specification and Selection Process

### Therapy Assistant

This person specification will be used for recruitment to the Therapy Assistant role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Criteria	Essential	Desirable	Assessment
GCSE grade C or Level 2 equivalent functional skills in English and Maths	✓		Application form and certificates
Knowledge of safeguarding procedures.	✓		Application form/interview
Safeguarding training (level 2 or above)		✓	Application form and certificates
Relevant qualification in SEND or mental health.		✓	Application form and certificates
Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour	✓		Application form/interview
Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.		✓	Application form/interview
Understanding of trauma informed practice.	✓		Application form/interview
Knowledge of EHCPs and Section F provision.		✓	Application form/interview
Experience supporting therapeutic interventions.		✓	Application form/interview
ELSA, Thrive or similar therapeutic training.		✓	Application form/interview
Experience of managing a full workload including complex, confidential and sensitive issues on own initiative and to tight deadlines	✓		Application form/interview
Ability to remain calm during challenging situations.	✓		Application form/interview

The ability to work effectively as part of a team, but also to use initiative within the guidelines set by the school with tact and diplomacy	✓		Application form/interview
Effective and professional communication skills with the ability to build positive professional relationships and engage young people.	✓		Application form/interview
Ability to work in a way that promotes the safety and wellbeing of students.	✓		Application form/interview
Ability to write letters and correspond to a high standard	✓		Application form/interview
Excellent knowledge of a variety of software packages and in particular word, excel and service specific packages.	✓		Application form/interview
A willingness to increase own knowledge and understanding of social and emotional difficulties and mental health.	✓		Interview
Highly adaptable and flexible.	✓		Interview
Have a genuine passion for supporting vulnerable learners.	✓		Interview
Demonstrate professionalism, empathy and consistency.	✓		Interview
Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences.	✓		Application form/interview question
Current driving licence and own transport.		✓	Interview

As part of Orchard Hill College & Academy Trust's pre-appointment checks, current and past employers will be contacted for shortlisted candidates.

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.