

## Therapeutic Intervention Lead

### Job Description

#### Grade: GR3

#### **1. Job Purpose**

- 1.1 To support the emotional regulation, behaviour and academic progress of young people in class, and in small group or individual therapeutic interventions.
- 1.2 To coordinate therapeutic intervention and support for young people.

#### **2. Key Responsibilities**

- 2.1 To coordinate and deliver therapeutic interventions to young people or groups of young people to work on highlighted targets or goals.
- 2.2 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.
- 2.3 To contribute to the achievement of goals and outcomes identified in young people's Education, Health and Care Plans.
- 2.4 To be responsive to issues as they arise and be sufficiently knowledgeable of our young people and their presentation to be proactive in intervening, including de-escalation strategies.
- 2.5 To support the ethos of the school including Zones of Regulation, Emotion Coaching and the Restorative Approach.
- 2.6 To create and manage a referral process, identifying those who need extra help to overcome barriers to learning inside and outside school.
- 2.7 To identify those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs support.
- 2.8 To develop a 1:1 mentoring relationship with children needing support where necessary aimed at achieving the goals defined in the action plan.

- 2.9 To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- 2.10 To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils.
- 2.11 To have full knowledge and appreciation of the range of activities courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- 2.12 To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors, and be the single point of contact for accessing a range of community and business-based programmes and specialist support services for example, the Social and Youth Services, the Education Welfare Service, the Probation and Careers Services, and out of school study support and business and community mentors.
- 2.13 To communicate with other learning mentors and share best practice.
- 2.14 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or encounters.
- 2.15 To ensure all tasks are carried out with due regard to Health and Safety.
- 2.16 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.17 To adhere to the ethos of the school
  - 2.17.1 To promote the agreed vision and aims of the school.
  - 2.17.2 To set an example of personal integrity and professionalism.
  - 2.17.3 Attendance at appropriate staff meetings and parent's evenings.
- 2.18 Any other duties as commensurate within the grade to ensure the smooth running of the school

### **3. Special Conditions**

- 3.1 None

## Person Specification

### Method of Assessment (MOA)

|                     |               |             |                    |                |
|---------------------|---------------|-------------|--------------------|----------------|
| AF Application Form | C Certificate | I Interview | T Test or Exercise | P Presentation |
|---------------------|---------------|-------------|--------------------|----------------|

| Criteria   | Essential  | MOA  |
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| <b>Education/ Qualifications</b><br>NB: Full regard must be paid to overseas qualifications.   | Good standard of education, including English.   | AF/C |
|  | NVQ level 3 qualification in childcare or equivalent.  | AF/C |
| <b>Experience</b><br>Relevant work and other experience  | Experience of working with young people with SEND.   | AF/I |
|  | Experience of implementing approaches that support the inclusion and improvement of students' emotional regulation and their learning.   | AF/I |
|  | Experience of delivering small group interventions.  | AF/I |
|  | Previous successful experience in working with children and young people on an individual basis in supporting their personal development.  | AF/I |
|  | Experience of working effectively with the parents/carers of young people.   | AF/I |
|  | Evidence of active commitment to ensuring that all young people are well safeguarded, supported and guided in both their personal and academic development.                                    | AF/I |
| <b>Skills &amp; Ability</b><br>e.g. written communication skills, dealing with the public etc. | <b>*Delete if not applicable</b><br>*An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b> . | AF/I |
|  | In liaison with the Pastoral Manager, and the Director of Learning overseeing therapies, the   | AF/I |

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|                 | <p>ability to ensure effective leadership of therapeutic interventions, including experience in planning, delivering and monitoring.</p> <p>Ability to engage constructively with, and relate to, a wide range of young people from different ethnic and social backgrounds and with their families and carers.</p> <p>The ability to work effectively with, relate to and command the confidence of teaching staff and senior management within the school.</p> <p>Good understanding of the emotional and psychological needs of young people.</p> <p>Good working knowledge of restorative practices, nurture principles and ways to include student voice.</p> <p>Working with others, the ability to assess and review the learning of young people in the context of family and other relevant circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary.</p> <p>Knowledge of, and ability to work effectively and communicate with, a wide range of organisation and people offering support, information, opportunities and guidance.</p> <p>Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers.</p> <p>Ability to work with individual children to set goals jointly as part of planning for their learning.</p> <p>Skills of communication, giving advice and helping young people to identify their needs and potential.</p> | <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> |
| <b>Training</b> | <p>Training, or ability to undertake training, in Team Teach, Emotion Coaching, Trauma Informed Schools and any other therapeutic interventions.</p>   | <p>AF/I</p>   |

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|---------------------|--|------------------|
| <b>Safeguarding</b> | Enhanced DBS is essential.<br><br><i>This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.</i> |                  |
| <b>Other</b>        | A desire to do something worthwhile for young people, to understand their needs and gain insights into how they think.<br><br>Knowledge of the education system.                                 | AF/I<br><br>AF/I |

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

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Date:

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