

## Trauma Informed Child Psychotherapist

<b>GRADE:</b>	Scale P01 £34,128 pro rata (£29,189 per annum)
<b>CONTRACT:</b>	Fixed Term until July 2021 (41 weeks per year), School hours between 8:30am-4:30pm Monday-Friday Term time
<b>LOCATION:</b>	Nightingale Community Academy
<b>REPORTING TO:</b>	Senior Therapist & Assistant Principal SENCO
<b>ACCOUNTABLE TO:</b>	Principal

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### Job Purpose

To be responsible for the organising and delivering of therapy services to children with a diagnosis of low mood, depression, autism and those with social & communication difficulties (SCDs).

As one of two school-based therapists at Nightingale, you will take part in promoting clinical services to staff across the school. You will keep accurate records of participants, progress and provide feedback to parents / carers and lead professionals.

Nightingale is a special school that supports boys and young men (primary and secondary phases) with complex emotional and mental health needs. In a number of cases these young people have experienced trauma and exclusion. You will need to draw upon substantial experience and professional therapeutic training supporting vulnerable young people with similar types of needs, risk assessing the work that you do and providing consistent and responsive care to these young people.

As the school therapist you will be responsible for completing monitoring reports for the Head Teacher and governors, as requested, including reports, targets and project finances, ensuring that requirements are fully met. You will be responsible for communicating with CAMHS and with other therapists at the nearby Primary and Secondary PRU about support for young people with similar types of need. This may include participating in Peer Supervision and reciprocal arrangements for one to one and group work with staff from neighbouring sites/ schools/ units.

### General Description of the Role & Main Duties

To provide therapy sessions for learners with social, emotional and mental health difficulties at Nightingale Community Academy and to contribute generally to well-being of the school community and to the development of the organisation. The job includes providing individual therapy sessions, maintaining accurate records, liaising with school staff and other

professionals, liaising with families, writing reports, attending meetings and undertaking planning and preparatory work in support of the sessions.

The post-holder will be responsible for making clinical decisions both alone and in consultation with the multidisciplinary team consisting of therapists, educators and school leaders when appropriate. He/she will manage his/her clinical caseload with advice and support from the Senior Therapist and Assistant Principal (SENCO).

A flexible approach is essential and the ability and willingness to adapt clinical practice to meet the needs of this challenging client group in order to provide a genuinely accessible service. A willingness to work clinically with different arts / play and other non-verbal media is a key element of this flexibility. Therapists from different theoretical backgrounds are welcome to apply but the post-holder will need to feel comfortable working within the Nightingale therapeutic approach outlined below.

## **Key Areas**

### **Clinical work and clinical responsibilities**

- The post-holder will frequently be exposed to distressing emotional material and possible “acting out” behaviours. There will also be the need for intense concentration during the sessions and when writing notes.
- To provide therapy sessions for children with social, emotional and mental health difficulties (SEMH) attending the schools.
- To discuss learners’ needs with teachers, parents/carers, external professionals and the learners themselves and to develop individual aims for each learner’s therapy.
- To develop good channels of communication and meet regularly with learners’ parents/carers, teaching staff and external professionals and to maintain appropriate communication with them.
- To advocate for learners if helpful both within school and externally. To proactively help arrange other forms of support for students and families when this may be useful. To proactively influence other agencies in providing the best possible support for students.
- To be responsible for student’s well-being and safety during sessions and to manage any challenging behaviour. To work therapeutically with learners in order to help them express/understand/better regulate feelings, process trauma, develop positives and resources, cater to unmet attachment and play needs, think about behaviours and develop self-esteem and healthier relationships.
- To work in a flexible way clinically that balances non-direction and direction. To be willing and able to work using a balance of verbal and other means (e.g. creative arts, play, sport) depending on needs of students.
- To work in a flexible and thoughtful way with session boundaries. This may at times require the therapist to work momentarily at least in a directive, firm and behaviourist manner in order to maintain safety. This must also be balanced with thinking together collaboratively and in an exploratory way with students around boundaries, where they should be and how they can be kept to. The senior therapist can support with this if needed.
- To maintain accurate clinical records of sessions.
- To allocate time for reading learner’s files and to keep up to date with any developments with learner’s situations at home or school.
- To provide regular, detailed reports on learners’ progress in therapy. To contribute to Education Health and Care Plans and student reviews.

- To regularly review progress of therapy and to make clinical decisions as appropriate.
- To ensure that the work complies with safeguarding law and to communicate immediately any child protection concerns arising from sessions. To be familiar with the school's safeguarding procedures.
- To ensure that confidentiality and data protection procedures are adhered to. To work collaboratively with learners in order to share information from therapy that will help other professionals and parents/carers understand and support the learner more effectively. To gain consent from learners every time detailed information is shared.
- To attend staff meetings and multi-disciplinary meetings where possible.
- To provide specialist advice on the needs of learners that the post-holder is working with.
- To provide consistency for the learners and to work in a flexible way with the demands of the environment in order to maintain that consistency
- To work in an inclusive and integrated way within the school. To work in an empowering way with school staff that respects their experience and knowledge of their learners and the difficult work they do

### **Service and School Development**

- To contribute to the promotion of the therapy provision within the school as an open, accessible and inclusive service.
- Awareness raising and training of staff and parents
- To work within the codes of conduct of BACP
- To use expert knowledge to advise on matters related to social, emotional and mental health
- To contribute towards the evaluation and development of the therapy service Whole School approach

### **Professional Development**

- To attend INSET days and after school training as appropriate.
- To ensure that practice is constantly developed and kept up to date by attending clinically based courses, seminars, conferences and by involvement with the relevant professional body.
- To be committed to CPD according to BACP guidelines. To identify areas of practice that need to be developed to meet the needs of Nightingale students with the Senior Therapist in performance management.

### **Communications and Working Relationships**

- The post-holder is responsible for developing and maintaining good working relationships with all stakeholders: teaching and support staff, governors, parents/carers; other professionals involved in supporting the students and their families.

### **Other responsibilities**

- The post-holder is not expected to undertake duties that may conflict with his/her role as a therapist, e.g. supervision of students during break times, involvement in disciplinary procedures etc. (unless felt to be appropriate by the post-holder)
- To carry out any other duties commensurate with the grade and responsibilities of the post, as directed by the Principal.

# Person Specification

## Job Title: Counsellor/Therapist

	ESSENTIAL	DESIRABLE	HOW TESTED
TRAINING & QUALIFICATIONS	<p>Educated at degree level At least level 4 diploma in counselling, preferably integrative and/or postgraduate qualification.</p> <p>Membership of BACP or another relevant body.</p> <p>Evidence of commitment to continued professional development</p>	<p>Additional training in the therapeutic use of play or the arts or other non-verbal medium</p>	<p>Application Interview Certificate</p>
EXPERIENCE	<p>Significant previous experience of working therapeutically with children</p> <p>Experience of working with challenging behaviour</p>	<p>Significant experience of working therapeutically with children and adolescents</p> <p>Experience of working with trauma and attachment difficulties</p>	<p>Application Interview</p>
KNOWLEDGE AND SKILLS	<p>Ability to communicate clearly both verbally and in written form</p> <p>Ability to plan and organize own workload</p> <p>Ability to work collaboratively and respectfully with colleagues</p> <p>Ability to work flexibly and creatively</p> <p>Understanding of attachment, trauma, common child mental health conditions and the relevance of systemic factors to mental health</p> <p>Understanding of child / adolescent psychological development</p> <p>IT skills</p> <p>Awareness of legislation relating to safeguarding and information protection</p>	<p>Knowledge and understanding of a range of therapeutic approaches</p>	<p>Application Interview</p>
PERSONAL	<p>Ability to work effectively and safely with moments of challenging behaviour and distressing “acting-out” during sessions</p> <p>Ability to contain and work with organisational stress</p> <p>Have good judgment about when to act proactively and promptly to ensure safety</p> <p>Ability to work alone but can involve colleagues appropriately</p> <p>Flexible, playful, good sense of humour, warm and approachable but balanced with being able to maintain boundaries</p>		<p>Application Interview</p>