

Lead Therapist

Job Description & Person Specification

Introduction:

Ascendancy Partnership Trust (APT) is a newly formed multi-academy trust (MAT) with deep community roots across the Berkshire area, composed of three all-through SEND schools specialising in learning difficulties. The Trust is also in the process of building two, 120 place, free schools with the DfE: Strawberry Fields for pupils with learning difficulties and Rooks Nest for pupils with SEMH difficulties.

Our mission is to provide the best possible education for children and young people (CYP) with additional and complex needs in both special and mainstream schools. We look to offer an integrated therapy approach in the classroom that complements our bespoke curriculum and will do this through the provision of a Therapy Hub.

Purpose:

The post holder will be part of the leadership of a team of therapists in the APT Therapy Hub, working collaboratively to support the delivery of integrated therapeutic support in Trust schools. They will use their leadership skills and clinical expertise to deliver support to teaching staff and will be responsible for planning and delivering the therapy support across the trust. The role involves supervising other therapists in the team, providing oversight to ensure the development and successful implementation of therapy support within the education environment.

The local NHS therapy services support the schools within the Ascendancy Partnership Trust, and collaborating with them is crucial to the success of the integrated therapy provision. The Therapy Hub uses a UTS-style model. The post holder will be responsible for planning and delivering a robust programme of integrated support to the school(s) they serve.

Therapists will report to the Head of Therapy Hub.

Summary of the main duties and responsibilities

Clinical:

- Work collaboratively to plan, oversee, deliver and monitor joined up services in Trust Schools.
- Collaborate with the Senior Leaders in Trust schools to help plan and establish an integrated therapeutic approach.
- Be responsible for delivering and overseeing support that will include but is not limited to:
 - Whole class review with written and/or face to face feedback and support
 - Whole class training
 - Workshops/Q&A's

- In class modelling and coaching
 - Teacher coaching or mentoring
 - Signposting
 - Regular triage of therapy requests with a school therapy coordinator (and NHS where appropriate)
 - Advice and support (individually or collaboratively with another therapist or teaching staff)
 - Programmes: build, appropriately prescribe and supervise the delivery of therapy programmes
 - Assessment of individual pupils as appropriate and when directed by line manager
- Maintain and supervise a system of up to date and accurate clinical records, in line with professional standards and therapy hub policy.
 - Use advanced clinical reasoning skills to drive service delivery and embody evidence-based and reflective practice.
 - Contribute to clinical discussion as required and effectively communicate with relevant parties.
 - Oversee, monitor and support school-based therapy team; oversee development of clinical competencies, support effective service delivery, facilitate boundaries regarding scope of practice and provide inspirational leadership.

Policy and Service Development.

- Demonstrate an awareness of and adherence to Therapy Hub and Trust policies and guidelines, as well as professional standards.
- Continually evaluate, contribute to and support the clinical effectiveness of service delivery.
- Establish and maintain data collection and analysis to monitor and account for the impact and outcomes of the APT therapy service.
- Actively support the work towards achieving the Therapy Hub objectives and any associated projects in liaison with the Head of the Therapy Hub.
- Use clinical audit tools to evaluate Trust schools' application of therapy-informed strategies at a whole-class level, and support integration of effective therapy practices.
- Provide support gathering data to ensure the ongoing quality and effectiveness of Therapy Hub input.

Professional:

- To be accountable for own professional actions and recognise own professional boundaries, seeking advice as appropriate.
- Maintain up to date HCPC registration and actively participate in profession specific CPD activities.
- Be responsible for maintaining own professional portfolio.

- Attend regular in-service training as directed by the Ascendancy Partnership Trust such as child protection, sexual harassment and fire safety.
- Participate in annual individual performance review where the job profile will be reviewed, objectives agreed, performance monitored, and personal development needs discussed.
- Attend regular management and clinical supervision.

Responsibility for Research and Development

- To participate in specific projects as agreed and contribute to discussions of research articles in the therapy team.
- To demonstrate the ability to critically appraise current research and present findings to colleagues.
- To actively search for and critically appraise research evidence to inform own practice and to maintain an up-to-date knowledge of research, new initiatives and professional practice.
- To facilitate and support therapy student placements across the schools

To lead in the collection of data using outcome measures for departmental audits or service development projects.

**Person Specification
Lead Therapist**

	Essential	Desirable
Qualifications	<p>Degree level professional qualification in OT/SLT (degree, MSc)</p> <p>Evidence of relevant and up to date post graduate courses/CPD and reflective practice portfolio</p> <p>Relevant leadership experience</p> <p>Experience working with complex needs caseload e.g. AAC, Sensory Integration training, postural management</p>	<p>Membership of relevant special interest group</p> <p>Management or coaching qualification</p>
Professional Registration	Registered Health Professional – HCPC	Member of relevant professional body
Knowledge, training and experience	<p>Demonstrable evidence of working in a paediatric service</p> <p>Experience working with children and young people with complex needs</p> <p>UTS model knowledge & experience</p> <p>Profession specific assessment and intervention experience</p> <p>Knowledge of data collection to inform service provision</p> <p>Experience in leading, supervising and upskilling other therapists and assistants</p> <p>Experience in leading and delivering training e.g. sensory/communication/postural management</p> <p>Leading on and applying clinical governance</p> <p>Record keeping</p>	<p>Evidence of working within SEND Schools</p> <p>Clinical audit skills</p> <p>Experience and knowledge of relevant Health/Education/social issues/legislation</p>
Skills and abilities	<p>Strong and effective communication skills and able to work in collaboration with educators to support/coach/model.</p> <p>Ability to effect change at pace.</p>	Coaching qualification/training

	<p>Strong clinical and clinical reasoning skills, and able to embody reflective practice.</p> <p>Work as an autonomous practitioner</p> <p>Aware of skills and areas of learning, seek support as needed.</p> <p>Able to lead clinically and non-clinically trained staff such as assistants.</p> <p>Ability to work within an evolving and unpredictable environment.</p> <p>Ability to influence others to implement therapeutic recommendations and monitor progress.</p> <p>Able to work to deadlines and under pressure and manage own time effectively.</p> <p>Good working knowledge of office software and their applications.</p>	
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Personal Characteristics

Commitment to:

- Nolan Principles of Public Life
- Achieving the best possible outcomes for children and young people
- Keeping children and young people safe
- Being dynamic, technically strong, articulate, insightful, commercially astute
- Being a positively influential leader
- Integrity, openness, vigour and perseverance
- Building resilience
- Demonstrating empathy and sensitivity in difficult situations
- Confidentiality
- Maintaining student dignity at all times
- Safeguarding