



Music Therapist Job Description

Responsible to: Assistant Headteacher - Therapies

Grade: M6

26.5 hours a week Monday to Thursday, term time only (timing to be agreed with manager)

Overall purpose of the post

Therapeutic treatment planning, session facilitation (individual or group), documentation, and collaboration with multi-disciplinary teams.

The role of music therapist within Manor Green School.

Core Responsibilities

- **Client Assessment:** To meet with students, their families, teachers and other professionals to assess their needs, abilities, and musical preferences to formulate therapy goals and plans.
- **Treatment Planning & Implementation:** To develop and conduct individualized or group sessions using a variety of musical styles and instruments (e.g., voice, percussion, guitar, piano). Sessions may include improvisation, singing, composing, or listening to music.
- **Facilitating Expression & Communication:** To encourage non-verbal or verbally challenged students to express emotions, improve communication skills, and build self-awareness through musical interaction.
- **Collaboration:** To work within a wider health, social care, or educational team alongside doctors, psychologists, speech therapists, and social workers to provide holistic care.
- **Monitoring & Documentation:** To monitor student progress, evaluate the effectiveness of interventions, maintain accurate and confidential case notes, and

prepare end-of-term reports for students as well as progress reports for professional review when necessary.

- **Instrument Maintenance:** To ensure musical instruments are clean, maintained, and supplies are ordered.

Additional responsibilities

- To deliver staff training during inset days and twilight sessions as necessary.
- To provide outreach therapy sessions for The Hive when required.

Key Skills and Personal Qualities

- **High Level of Musicianship:** Proficiency in various instruments (especially piano, guitar, and percussion), and the ability to improvise.
- **Interpersonal Skills:** Empathy, patience, sensitivity, a non-judgmental approach, and excellent communication and listening skills are vital for building trusting relationships with diverse and complex students.
- **Emotional Resilience:** The ability to work with challenging situations and students facing difficult emotional or physical problems while maintaining professional boundaries.
- **Creativity & Adaptability:** The flexibility to tailor sessions to meet the changing needs and preferences of each student.
- **Organizational Skills:** Essential for managing documentation, scheduling sessions, and managing your workload in a time efficient manner.

Professional body membership

Candidates must hold current membership with The British Association for Music Therapy or an equivalent professional body for therapists.

- They are required to comply with the guidelines established by their professional body's standards of practice.
- All respondents must meet and complete the recommended continuing professional development (CPD) requirements set by their professional body.
- A minimum of 1.5 hours of supervision per month must be undertaken with an external, qualified supervisor.

Person specification

Key Criteria	Requirement	Desirable
Qualifications and training	<p>A qualified music therapist</p> <p>A degree in psychology, counselling or another relevant field</p> <p>Counselling Diploma</p> <p>Membership of BACP, UKCP or another relevant body</p> <p>Accreditation with BACP or UKCP or working towards</p>	
Skills and Experience	<p>Experience of working directly with young people in a therapeutic setting – delivering both 1:1 and group sessions</p> <p>A deep understanding of the developmental, emotional, social and educational issues of children and young people</p> <p>Experience of social, emotional and mental health issues including anxiety disorders and attachment issues</p> <p>Previous experience of tracking and co-ordinating statutory processes</p>	<p>Experience of working with children and young people with SEND and with social, emotional and mental health difficulties</p> <p>Experience of working in a school setting</p> <p>Experience of leading a team</p>

	<p>Experience of assessing and managing risk including implementing safety plans with children and parents</p> <p>Experience of working with parents/families and ability to help parents affect meaningful change where necessary to support their children.</p> <p>Experience of delivering evidence based parenting interventions</p> <p>Excellent written and verbal communication skills and experience of parent liaison.</p> <p>Excellent organisation skills.</p>	
Qualities	<p>Ability to model good practice and engage in self-reflection.</p> <p>Proactive, ability to work on own initiative and get things done.</p> <p>Ability to manage and prioritise a demanding workload , and that of others, if necessary</p> <p>An ability to manage change and stress as a member of the therapies/inclusion team</p> <p>Ability to think strategically and manage problems, with</p>	

	<p>practical solutions to help the team and young person</p> <p>Meticulous attention to detail and accuracy.</p> <p>Able to remain calm and professional at all times.</p> <p>Tact and diplomacy: the ability to deal with sensitive and confidential issues that require a variety of approaches.</p> <p>Committed to equality of opportunity</p> <p>Committed to confidentiality.</p> <p>Approachable and flexible.</p> <p>An understanding and commitment to the aims and ethos of the School.</p>	
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