

Job Description and Person Specification

Job Title:	Therapeutic Pupil and Family Wellbeing Assistant
Responsible to:	Head of School - Therapeutic
Salary Scale:	£25,000 - actual salary (£29,147 FTE)
Job Type:	Therapy/Clinical
Hours:	8.30am – 4.30pm Mon- Thurs, 8.30am – 4.00pm Friday. Term Time (190 days) only plus 5 training days. The role is full time
Liaises with:	• Supervising Registered Clinician • Colleagues within Stone Lodge School • Child and young people • Parents and Carers of pupils • External agencies who support pupils at the school
Conditions of Service:	This post is subject to terms and conditions of the employment of Stone Lodge School The nature of this role dictates that the post holder will be subject to an enhanced DBS check. Please note that holding a positive disclosure may not automatically bar you from working with the organisation, however, a full risk assessment will be completed prior to making a recruitment decision.
Job Summary:	Stone Lodge Therapeutic School is a specialist independent school which provides education for up to 89 young people aged 11-19 with Education Health and Care Plans (EHCPs) for Social Emotional and Mental Health (SEMH) needs, ASC or related conditions. The role focuses on strengthening relationships between home and school. Working with the Safeguarding Lead, Family Support Worker and Pupil Engagement Lead, the post holder will provide targeted support to pupils and families, particularly those experiencing Emotional Based School Avoidance (EBSA), mental health difficulties and other social or emotional challenges. The, improving attendance, promoting positive mental health and wellbeing, and ensuring pupils are supported to achieve the best possible outcomes.

Duties and Responsibilities:

- Working under the guidance and supervision of our Family Support Worker to provide direct support to our families
- Build positive relationships with parents/carers
- Maintain accurate and confidential records and contribute to support plans.
- Work with identified pupils at risk of, or experiencing, EBSA in the community/family home
- Support the implementation of individual reintegration and attendance plans.
- Provide practical and emotional support to pupils and families to reduce anxiety associated with school attendance.
- Carry out home visits in line with school procedures where attendance is a concern.
- Work closely with the Pupil Engagement Lead to monitor, improve pupil attendance and reduce persistent absence.
- Maintain accurate and comprehensive records/notes in line with standards of practice.
- Ensure appropriate confidentiality
- Liaise with outside agencies e.g. social services, health, and voluntary agencies
- Build relationships and work in partnership across the team who support the children/young people.

Teaching, Training and Supervision:

- Regular line management.
- Regular clinical supervision from a qualified clinician
- Receive regular CPD training
- Attend external CPD and qualification courses pertaining to the role.

ICT responsibilities:

Use IT and computers in everyday work in order to facilitate more effective communication and presentation of information. This includes word processing, e-mail, electronic record keeping and information sharing, multi-media presentation and teaching, and specialist IT programmes.

General:

Effectively and consistently support in managing the behaviour of pupils in line with the policies and ethos of Stone Lodge Therapeutic School.

Contribute to the development and maintenance of the highest professional standards of practice, through active participation in internal and external CPD, training and development programmes, in consultation with the middle and senior leaders.

Maintain the highest standards of record keeping including electronic data entry and recording, report writing and the responsible exercise of professional self-governance in accordance with professional codes of practices and school policies and procedures.

Safeguarding

Safeguarding is everybody's business. The welfare and safeguarding of children and young people should be of paramount consideration, whatever your role or level of responsibility is within the organisation. All employees are required to ensure compliance with the school's guidance and policy on safeguarding and are required to attend safeguarding training appropriate to their level of responsibility. All staff are expected to comply with the relevant sections in KCSIE.

Risk management / Health and Safety

The post holder has a responsibility to themselves and others in relation to managing risk, health and safety and will be required to work within the policies and procedures as laid down by the school. All staff have a responsibility to access support services in times of need.

Confidentiality

You will be required to maintain confidentiality of information, access information only on a need to know basis in the direct discharge of duties and divulge information only in the proper course of their duties.

To be noted: This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with their line manager.

This job description will be reviewed regularly in the list of changing service requirements and any such changes will be discussed with the post holder.

The post holder is expected to comply with all relevant school policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety, GDPR and Confidentiality of Information.

PERSON SPECIFICATION:

	ESSENTIAL	DESIRABLE	HOW TESTED
Training & Qualifications	Minimum of 5 GCSE passes including English at Grade C and above Relevant qualification in Family Support, Social Care, Counselling, Youth Work or a related field.	Additional training in attendance interventions. Degree	Show certificates of qualifications at interview
Experience	Experience of multi-agency working and supporting vulnerable families esp those with EBSA Experience or knowledge of children or young people with Emotional and Mental	Experience working in a therapeutic or SEN provision with neuro diverse learners.	Application form. Assessed at interview

	Health (SEMH) needs, ASC or related conditions.		and references.
Knowledge & Skills	Understanding of Emotional Based School Avoidance (EBSA) and barriers to school attendance. Knowledge of children's mental health and emotional wellbeing Ability to work independently as agreed under supervision Ability to accept and work within the boundaries of the role Effective communication High level of professionalism Ability to be flexible and cope with multiple demands Clear and concise record keeping Knowledge of legislation and implications for clinical practice and professional management of client groups Knowledge of IT systems Ability to work with behaviours that may challenge	Knowledge of trauma informed practice and attachment theory Knowledge of neurodivergent-affirming practice to support with students' development of identity and self-esteem	Application form. Interview and references.
Other	Ability to work independently, reliably and consistently with work agreed and managed at regular intervals Willingness to engage in further training Willingness to lone work with pupils, off site if necessary Willingness to use physical intervention once trained Willingness to transport children in school and own vehicles Ability to accept and use supervision appropriately and effectively Ability to build relationships quickly with challenging or reluctant young people Willingness to go "the extra mile" to support pupils Ability to instil learning resilience and confidence in pupils Good personal organisational skills		Application form, interview and document check.