

JOB DESCRIPTION

Therapeutic Integration Practitioner

Reporting to	Assessment Manager
Starting Salary	£25,355 - £27,284 per annum (TCES Salary Band 7.02)
Service	TCES Create in the Community, London
Location	Community setting and client users' homes across London
Contract and hours	Permanent, Term time only

Job Purpose

Therapeutic Integration Practitioner (TIP) is a key role in the assessment, induction and integration process for young people starting at TCES Create in the Community. This service supports young people who are unable to access traditional classroom-based education, and with highly complex needs including: neurodiversity, attachment disorders, complex challenging behaviours, trauma-related mental health needs, social and family challenges.

The TIP will work closely with the Senior Leadership Team, to implement all assessments and integration plans through working collaboratively with the interagency multi-disciplinary team and Therapeutic Educational Practitioners (TEP). This is to ensure that TCES Create in the Community provides an environment in which young people can thrive and reach their full potential from isolation to independence through the delivery of a joined-up programme of interventions based on the TCES 5-part curriculum.

The TIP will hold a case load of assessment/integration students that is supervised by the Assessment Manager.

During a young person's assessment and integration phase, the TIP works collaboratively with teaching and learning, inclusion specialists and therapists to compile a multi-disciplinary assessment, outlining intervention recommendations pertinent for student success.

TIPs use the TCES 10 Therapeutic Principles and a person-centred approach, holding TCES values at the heart of their work. TIPs are also expected to build strong therapeutic relationships and work with new learners to begin accessing a range of sessions including individual, group, virtual and face-to-face sessions within student homes and the community.

Main duties and responsibilities

To intensively support new students in working towards a 'step down pathway', of accessing 25 hours of community learning within the allocated timeframe agreed.

Provide TEPs with a day-to-day support by 'signposting' to the appropriate members of the Teaching and Learning and the Clinical and Inclusion team for support.

Attend weekly Referral and Integration meetings to provide regular updates on caseload of students on integration plans.

To undertake induction of new students.

Gather parent/carer and student's views.

Create individualised timetables in consultation with parent/carer/student.

Identify venues for community-based learners, e.g. libraries, community centres.

Liaise with the Teaching and Learning Team to complete baseline assessments.

Complete referrals to the Clinical and Inclusion Team for assessments.

Initiate Individual, Education, Pathways, Behaviour Plans.

To attend external/internal meetings with the team around the students.

Assist the Therapists of all disciplines to engage students with bespoke, person-centred therapy interventions and assessments.

Monitor and report to the inclusion team the integration needs of students.

Coordinate, monitor, and support the assessment process by working closely with our multi-disciplinary team.

Developing positive collaborative relationships with parent/carers/families and other professionals involved.

To effectively handover strategies and materials required to support the student during and after the Assessment Programme.

Ensuring that all paperwork is updated in a timely fashion – these may include assessment scoring, risk assessments and integration plan.

To maintain awareness of and commitment to the Health and Safety needs of all those with whom there is contact with, including first and foremost the young people.

To maintain a commitment to working with diversity and to undertake all work practice in an anti-oppressive and anti-discriminatory way.

To help to provide a safe and nurturing learning environment within the school and the community.

To model appropriate interactions with students; to support staff with implementing strategies that will help them to manage behaviour effectively.

Ensure that students are helped to understand the TCES Complaints Procedures and their right to remain free from harm.

To maintain strong working relationships with a range of external agencies and community groups as appropriate.

Maintain and model good personal and professional boundaries and conduct with all external agencies including referring authorities.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities. The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Minimum GCSE Maths and English A* to C, or equivalent.

Qualified to degree level on relevant subject e.g. Education, Social Work, Youth Work, Psychology (D).

Knowledge and Experience

Substantial experience of working directly with high-risk young people and complex neurodiversity (SEMH / ASC needs) in a recognized setting such as social work, youth work or education.

Understand the importance of a comprehensive and holistic approach to treatment including the social model, classroom model and creating a therapeutic environment.

Knowledge of Education, Health and Care Plans, SEND Code of Conduct and other educational processes and legislation and its impact on pupils with complex needs.

Knowledge and experience of the importance of cultural identity to young people. Child protection guidance and commitment to safeguarding pupils and staff.

Experience in the use of assessments and developing feedback opportunities (D).

Skills and abilities

Have the capacity to employ de-escalation & positive handling techniques.

Excellent interpersonal skills and the ability to develop constructive and appropriate relationships with all stakeholders, modeling positive personal and professional conduct.

Flexibility in thinking and practice.

Highly organised with very good time management skills.

Resilient, committed and a hard worker – able to keep going in the face of adversity and never giving up.

Ability to understand the strengths and needs of students emotionally and academically, putting pupils in the centre.

Other

Commitment to safeguarding and promoting the welfare of children and young people.

Commitment to Equality and Diversity

Commitment and cultural champion of the TCES values and 10 Therapeutic Principles.

D = Desirable

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