

JOB DESCRIPTION

Assistant Therapist

Reporting to:	Senior Assistant Therapist
Starting Salary:	£27,967 - £31,356 per annum (TCES Salary Band 6.01)
Location:	Remote (With agreed scheduled travel for training)
Contract:	Permanent, Term time only

Job Purpose

The TCES National Online School delivers therapeutic education virtually to pupils with complex co-morbid needs, including pupils with neurodiverse identities and emotionally based school avoidance (EBSA) which present barriers to them accessing mainstream school-based education.

The Assistant Therapist is an integral part of the multi-disciplinary team around the young person, working with pupils to engage with interventions around relationship building, independence, social skills, behaviour management and empowerment. The Assistant Therapist provides consistent support to a pupil, or class of pupils, to engage with the virtual learning environment, providing a range of nurturing and therapeutic approaches to enable pupils to have positive learning and social outcomes. The Assistant Therapist is paramount to the pupil moving from dependence to independence.

Under the guidance of the TCES National Online School's Senior Leadership Team (SLT) and wider experts in the organisation, the Assistant Therapist is involved in the delivery and facilitation of RISE psychoeducational sessions, LIFE sessions, and other pastoral interventions.

Main duties and responsibilities

Deliver RISE Psychoeducation (planned and directed by the Therapy Lead and Senior Assistant Therapist) as required.

Deliver LIFE/ PSHE learning (planned and directed by a TCES LIFE Lead) as required.

Be well organised and prepared for each lesson or session, demonstrating attention to detail of each pupils' Education, Health and Care Plans and the related needs and targets.

Provide pastoral support for a specified caseload of pupils acting as a keyworker and advocate by establishing positive relationships and maintaining consistent weekly contact with the pupil and relevant stakeholders, including partner agencies and parents/carers.

Monitor and support pupil progress through their EHCPs, delivering 1:1 focused re-engagement and relationship-building sessions when necessary to support their overall pastoral care.

Attend and take part in meetings, training and other group events as required.

Update pupil records regularly as required.

Work collaboratively with the wider TCES team, including therapists, social workers/DSL, teachers, and the SENCo, to support pupils holistically and lead on guiding pupils through

their pupil journey, from isolation to full group engagement. Draw on a wide range of social care, therapeutic, and teaching strategies to effectively meet the needs of each pupil.

Adhere to both Local Authority and TCES' Child Protection Procedures and ensure at all times that the welfare of the pupil is paramount.

Promote the safety and well-being of the pupils at all times and ensure that any Child Protection/Family Protection concerns are communicated appropriately and swiftly to senior TCES staff so that all necessary measures may be taken to safeguard and support those concerned.

Contribute towards half termly written reports for all pupils and attend reviews when required.

Prepare and submit reports for parents/carers and Local Authorities within given time frames.

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

Numeracy and Literacy qualifications at level three or above (or equivalent qualifications).

Relevant higher or further education qualifications and certified training courses relating to Education / Social Work / Therapy or willingness to work towards a qualification if not already held.

Level 3 Award in Therapeutic Education & Group Process (D).

Knowledge and experience

Minimum of two years' experience of working directly with high risk and complex pupils in a recognised and accredited setting delivering social work, therapy or education (ideally online or virtually).

Substantial experience of working with pupils with Social, Emotional and Mental Health (SEMH) needs, Emotionally Based School Avoidance (EBSA) and a working knowledge of best practice in supporting neurodiverse pupils.

Clear understanding and knowledge of the National Curriculum, teaching, assessment and behaviour management strategies that facilitate effective learning and progress.

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

Skills and ability

Understanding of special educational needs, neurodiversity and child development.

Proficient IT skills, with the ability to use virtual learning environments to deliver positive therapeutic and learning experiences.

Ability to work independently and in a task-focused way as directed or guided, according to set targets drawn from pupil's Individual Education Plan.

Ability to work in a child focused way and support them and their families to have genuine voice and participation for decisions and choices with impact their own lives.

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

Ability to deliver therapeutic interventions to individuals and small groups based on pre-determined plans, differentiating when required to ensure pupil engagement and progress.

Ability to engage in direct work with pupils, to include effective communication, good listening skills, understanding of children and young people's needs.

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

Other

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

Commitment to Equality and Diversity

Commitment to TCES values

D = Desirable

March 2025