



COOMBE HOUSE
SCHOOL

Therapeutic Thinking Lead

Contract Type:	Permanent
Hours:	37 hours per week / 39 weeks per year, Monday to Friday / Term Time
Salary:	Term time working (39 weeks), actual salary range is £35,986 – £40,319 per annum (£40,777 – £46,142 FTE), Range 6, Point Scale 26-31).
DBS Disclosure Level:	Enhanced
Reports To:	Head of Safeguarding, AP, Welfare and Attendance
Role Purpose:	Working under the guidance of the Head of Safeguarding, AP, Welfare and Attendance the post holder will be responsible to lead an effective model of Specialist Therapeutic Thinking practice, working in collaboration with Teachers, Learning Support Assistants and the Therapy team, to plan and deliver successful intervention strategies in support of pupils with additional needs including ASC and SEMH. The post holder will also support and collaborate with other teaching and support staff, and parents/carers in providing creative and responsive approaches to teaching and learning. You will be expected to attend regular Therapeutic Thinking based multi-disciplinary meetings and maintain your specialist training. You will also be required to keep up to date with evidence-based practice in supporting pupils who face challenges in learning and social emotional development.
Key Responsibilities:	Lead on the implementation of Therapeutic Thinking as our preferred approach to promoting valued behaviour • To support and coach staff to implement a consistent approach in line with Therapeutic Thinking. • Ensure all new staff are fully trained appropriate to their role and deliver any refresher or update training sessions. • Champion the Therapeutic Thinking approach at all levels within the organisation, maintaining own training and understanding of evidence-based practice that best supports pupils with additional barriers to learning. • Lead the use of the Therapeutic Thinking planning tools for identified children who need them, within a multi-agency context. • Carefully and professionally challenge any behavioural practices that contradict the Therapeutic Thinking approach. • Advocate for the values and outcomes summarised within the Therapeutic Thinking 'Restraint Reduction and Elimination' training.



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- Work with the Head of Safeguarding, AP, Welfare and Attendance to assess the effectiveness of the school's provision in relation to behaviour, aligning it to the SEF and SDP.

Monitor the systems and processes used to implement Therapeutic Thinking

- In liaison with the Head of Safeguarding, AP, Welfare and Attendance to oversee the quality of post-incident actions, including the implementation of high quality and effective debriefs, and the use of educational and protective consequences.
- Manage and review the recording of incidents on Arbor (including RPIs) by all staff. This includes quality assurance of reporting and ensuring reporting to parents / carers, and escalation to leaders, is prompt and high quality.
- Work with the Safeguarding, AP and Behaviour Co-ordinator to track and analyse behaviour data, ensuring accuracy and compliance, particularly around completion of follow up actions.
- Triage and prioritise based on levels of need and risk, as appropriate.
- Report any use of physical intervention within 24 hours to the Headteacher and Head of Safeguarding, Welfare and Attendance.
- To work with the Head of Safeguarding, AP, Welfare and Attendance, the Headteacher, Deputy Head Teachers and the Managing Director to review and update the Positive Behaviour Policy.
- To work with staff to ensure all behaviours are appropriately communicated and discussed with parents, working as part of a team approach for the pupil and family.

Model and demonstrate high-quality therapeutic and relational practices, in line with Therapeutic Thinking

- To be a positive presence around the school, particularly during busy and more complex periods, leading and modelling effective positive proactive strategies.
- Be available and effective in supporting and coaching colleagues who request additional assistance when managing detrimental behaviours.
- To provide effective direct support to pupils who are demonstrating detrimental behaviours.



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	• To provide pastoral support to learners to ensure their overall health and wellbeing e.g. proactive mentoring, encouragement, and strategies to build self-esteem and resilience. Support excellent Teaching, Learning and Assessment To lead and support the engagement, collaboration, and practice of other support staff in the delivery of our behaviour curriculum. • Support leaders, teachers and support staff with strategies to overcome barriers to learning linked to presentations of detrimental behaviours. • Meet regularly with the Head of Safeguarding, Welfare and Attendance, and Deputy Head Teachers to discuss details of intervention plans that have been put in place to support behaviours. • To assist in reviewing individual Safety Support Plans in line with the school's therapeutic thinking approach and ensure their effective implementation. • Provide support to staff to write individualised plans where appropriate, to ensure a consistent approach in line with Therapeutic Thinking. • Implement strategies to promote our valued behaviours of being Ready, Respectful and Safe, including individual and small group work (within the classroom, or outside of that space). • Support leaders, teachers and support staff to deliver the 'Behaviour Curriculum', ensuring that pupils learn the knowledge and skills to improve their ability to show valued behaviours. • Where a curriculum is misaligned to the needs of an individual pupil, support leaders, teachers and support staff in creative, solution-focussed thinking to ensure longer-term success. Other areas • Undertake any other duties, as directed by your line manager, which are commensurate with the grade of the post to support the operational activities of the school. • Work effectively with members of the Pastoral Support team, the Educational Psychologist, Speech and Language Therapist, Occupational Therapist and Therapy Assistant. • Act as a positive role model and challenge and motivate children and young people. • Contribute to the overall culture/ethos/aims and policies of the school.
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	• Be aware of and comply with policies and procedures relating to safeguarding children, health, safety and security, confidentiality, equal opportunities, and data protection, reporting all concerns to an appropriate person. • To actively participate in team training events/meetings and share good practice. • Attend meetings and work effectively with the school's Designated Safeguarding Lead and Senior Leadership Team. • Recognise own strengths and areas of expertise and use these to advise and support others. • To maintain appropriate confidentiality and comply with Data Protection legislation. Professional development • Participate in training, performance development and other learning activities as required. • Show a commitment to continuous professional development through self-evaluation and reflection. The following duties are ones which all staff are required to perform: • Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact; • Observe health and safety procedures and work safely at all times; • To be responsible for your own continuing professional development, undertaking training as appropriate to the working environment and location, and developments in your role. • Undertake any other duties as required by your manager to meet the changing needs and demands of the school. • Conduct yourself with professionalism, tact, and diplomacy always as a representative of the school.
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This job description is current at the date of publication but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

This job description is provided to assist the post holder to know their principal duties.



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Therapeutic Thinking Lead - PERSON SPECIFICATION

Criteria	Qualities	Essential/ Desirable
Qualifications & Experience	1. Educated to a degree level with a relevant professional qualification.	D
	2. Qualified Teacher Status and proven teaching experience.	D
	3. Willingness and ability to undertake relevant and appropriate further training e.g. Safeguarding, working with parents.	E
	4. Proven evidence of continuing professional development and good level of English and Maths.	E
	5. Experience of responding to behaviours proactively and the ability to coach and train others in this skill.	E
	6. Outstanding classroom practice in supporting pupils with additional needs and social emotional and mental health needs within a mainstream school or specialist setting within the last two years.	E
Skills & Knowledge	1. Working knowledge of evidence-based strategies that are used to support pupils with ASC, ADHD, SLD and SEMH (for example relational practice, Therapeutic Thinking, THRIVE).	E
	2. Experience of mentoring children or young people to support their wellbeing, emotional literacy and social emotional and mental health needs.	E
	3. Experience of working as part of a multi-agency network team to support children, young people and their families.	E
	4. Proven ability to contribute to the professional development of Teachers and Learning Support Assistants e.g. by modelling outstanding practice and leading training sessions.	E
	5. Knowledge of statutory education frameworks including EHCP process, and the SEND Code of Practice.	E
	6. Experience of strategies which encourage parents and carers to support their children's learning.	E
	7. Ability to deliver high-quality in-service training.	E



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	8. Experience of addressing specific equality or diversity issues within your practice with colleagues/service users and taking action to solve them. 9. Experienced user of the Microsoft Office suite, including Excel, teams and SharePoint. 10. Understanding of attachment disorder/difficulties, PACE approach, trauma informed working, ASC and the causes of vulnerability in children in general. 11. Sensitivity to the varying needs of young people and an astute understanding of how children learn. 12. Able to work under your own initiative, prioritise workload and meet deadlines with planning skills to balance conflicting demands. 13. Confident and capable to work both independently and as part of a team, working collaboratively and supportively within the organisation. 14. Excellent written and verbal communication skills with the ability to relate well to a wide range of stakeholders.	E E E E E E
Personal Attributes	1. Ability to reflect upon skills, knowledge, and practice in order to develop them. 2. Ability to inspire confidence and trust in others, and to relate well to children with SEND. 3. A commitment to securing the best possible outcomes for all pupils and promoting the culture, ethos and values of the school to all stakeholders. 4. Ability to work under pressure, effectively prioritise and meet deadlines. 5. Strong organisational abilities including time management, creative-thinking, problem-solving and multitasking. 6. Proactive, enthusiastic, open minded and reflective. 7. Commitment to safeguarding and equality. 8. Compassionate, honest and open minded. Willing to take a fluid and creative approach to our growing company and school.	E E E E E E E