

**JOB DESCRIPTION**

<b>Job Title:</b>	Therapeutic Intervention Coordinator
<b>Salary/Range:</b>	SPT Group 5
<b>Hours:</b>	35 hours per week – Term time only
<b>Base:</b>	<i>Special Partnership Trust</i>
<b>Responsible to:</b>	<i>Assistant Headteacher and SENDCo</i>
<b>Direct Supervisory Responsibility for:</b>	N/A
<b>Important Functional Relationships: Internal/External</b>	Staff, pupils, parents, Trust, community, In Trust OT/SALT, community, external agencies- CAMHS LD, Disabled Children and Therapy services, Social Care, Children’s community nurse team, County SEN team.

<b>Main Purpose of Job:</b>
<ul style="list-style-type: none"> <li>• <i>The purpose of the role is to support the further development of high quality therapeutic work within your school. You will work closely with the new Specialist Intervention Therapy Team SITT to embed therapeutic practices. Support the promotion, implementation and impact of the delivery model; demonstrating best, evidenced- based practice of therapy plans to meet the individual needs of learners.</i></li> <li>• <i>Attend multi-agency meetings as required; deliver small therapeutic intervention groups; support and oversee individual therapeutic goals and outcomes in line with pupil EHCPs.</i></li> <li>• <i>Develop specific learner profiles and support class teams in the implementation of identified recommendations from both in Trust therapists and external multi-agency teams.</i></li> <li>• <i>The role would support the development and promotion of therapeutic strategies, activity and environmental modification with a goal of reducing the barriers to learning; ensuring pupil access to the curriculum and participation in school activities and educational programmes.</i></li> <li>• <i>Play a key role in identifying barriers and enablers to a child’s engagement and access to the curriculum with a focus on pupil mental health and wellbeing.</i></li> </ul>

<b>Main Duties and Responsibilities:</b>
<ul style="list-style-type: none"> <li>• <i>To facilitate individual and group sessions either with the therapist or under the direction of the therapist. The Therapeutic Intervention Coordinator will have additional knowledge and oversight of the children’s regulation/communication/sensory motor/physiotherapy needs, having worked alongside the lead therapist.</i></li> <li>• <i>The role at times will require the delivery of a tailored SALT/OT programme/child specific plan to meet specific learning needs.</i></li> <li>• <i>To facilitate co and self-regulation in a sensory enriched environment. To be a leader in developing the culture of child led interventions within your school.</i></li> <li>• <i>To provide feedback and effective record keeping to the therapist/class team on the progress of the therapy programme where the Therapeutic Intervention Assistant is delivering interventions.</i></li> <li>• <i>Promoting and demonstrating best, research- based practice providing advice and support across the school.</i></li> </ul>

- *The Therapy Coordinator can offer specialist regulatory support through applying the child-specific plan to help the child to feel safe and re-engage; facilitating co and self-regulation in a sensory enriched environment.*
- *Promote and develop the learning environment within area of practice, including the development of a total communication environment across the school.*
- *Support with maintaining and setting up key areas of the school such as sensory room/spaces to ensure more pupils can access specialist facilities and resources. Resources are made available to staff.*
- *To provide opportunities for learners to practice learning goals and treatment plans and regularly collect evidence to inform and update these with guidance from senior therapists.*
- *To provide in class support including modelling and advice; supporting with the preparation of therapy/communication resources. To be aware of using the appropriate communication skills with learners, staff, parents and others.*
- *To understand therapy goals/aims and how to measure outcomes of therapy.*
- *The post holder will be expected to work as an effective member of the Specialist Intervention Team and work under the guidance of therapists, teachers and SLT.*
- *To attend Annual Review meetings when required and feedback student's therapy progress.*
- *Be able to support pupils' access to the curriculum by supporting class teams to implement therapy advice and strategies. Support progress towards pupils' ISPs and EHCP outcomes.*
- *Enthusiasm to learn and develop is key, and the successful candidate will be able to demonstrate willingness to work towards competencies. Senior support will ensure the post holder receives regular continued professional development and opportunities to further expand skills and knowledge.*
- *To attend specialist training and be able to deliver training to staff groups and share this knowledge and understanding with the wider team.*
- *To develop a working knowledge and understanding of specialist therapy intervention techniques where relevant and required: Picture Exchange Communication System (PECS), AAC, Intensive Interaction, sign language, sensory integration etc.*
- *To prioritise own workload and to use own initiative to complete day to day tasks. See support and assistance where required.*
- *Be able to support lead therapists in screening pupils to assess therapy needs; update Pupil records and plans.*
- *Contribute to the wider school by effective communication, a positive proactive and problem solving approach and support colleagues throughout the school.*
- *To work professionally as a member of the integrated therapy service*
- *To keep confidential pupil records up to date in line with policy and professional*
- *To apply the new understanding provided from sensory training when supporting children to be more regulated and able to access learning.*

**General/Other:**

- *This is a full time, protected role and you will not be required for general class cover.*
- *To be aware of and adhere to all Trust policies and procedures.*
- *Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.*
- *Attend and participate in regular meetings as required.*
- *Ongoing CPD and professional development opportunities and to participate in training and other learning activities and performance development, as required.*
- *Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.*
- *To be responsible for your own continuing self-development and attend meetings as appropriate.*
- *To undertake other duties appropriate to the post as required by the lead therapists/Trust lead.*

	<b>Essential</b>	<b>Desirable</b>
<b>Education and Training</b>	<i>Attainment of 5 GCSE's A-C (or equivalent) including English and Maths</i>	<i>Evidence of specialism in specific curriculum areas or areas of particular learning difficulty</i>
<b>Skills and Experience</b>	<p><i>Experience of working with children in an education setting particularly those who have special educational needs; meeting such needs in all aspects of role/ responsibilities associated during the school day/ week</i></p> <p><i>Evidence of effective record keeping</i></p> <p><i>Knowledge of communication aids to support learning</i></p> <p><i>Effective oral and written communication skills</i></p> <p><i>Good IT skills and ability to learn and effectively use electronic information systems</i></p>	<i>Experience in administering medical procedures/delivering therapies</i>
<b>Specialist Knowledge and Skills</b>	<i>An outstanding experienced practitioner with the skills for assessing, developing interventions and monitoring needs for a range of highly complex conditions within the specialist area.</i>	
<b>Behaviours and Values</b>	<ul style="list-style-type: none"> <li>✓ Excellent interpersonal and communication skills</li> <li>✓ Proactive, positive and resilient 'can do' attitude</li> <li>✓ Thirst for knowledge and enthusiasm to learn new skills</li> <li>✓ A reflective practitioner</li> <li>✓ Willingness to share expertise, skills and knowledge - Sensitivity to the aspirations, needs and Commitment to team working</li> <li>✓ Willingness to address challenging issues with confidence, clarity of purpose and diplomacy</li> <li>✓ Excellent organisational skills.</li> <li>✓ High standards of professional conduct</li> </ul>	

### Special Conditions related to the post

*The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.*

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications
- Satisfactory health check

All new employees will be required to undertake mandatory training required by the Trust.

<b>How to apply:</b>	To download an application pack or apply online please visit the school website: <a href="http://www.brunelschool.org">www.brunelschool.org</a> Please complete an application form in full and return to: <a href="mailto:bclark@brunelschool.org">bclark@brunelschool.org</a> or <a href="mailto:sjeffs@brunelschool.org">sjeffs@brunelschool.org</a> Please note that we do not accept CVs.
<b>Contact details:</b>	Address: Brunel School, 170b Torquay Road, Paignton, TQ3 2AL
<b>Closing date:</b>	Please note that if you have not received a reply within 28 days of the closing date you must assume that, on this occasion your application has been unsuccessful.