

**Therapeutic Instructor**

Job Description

**Reports to:** Deputy Head: Wellbeing

**Hours:** 35 Hours (8.45am – 4.15pm)

**Salary:** up to £28000

**Job Purpose**.

To lead on and support others in the delivery of Therapeutic Education Plans (TEPs) to individual students both onsite and offsite with the objective of reintegrating students back into the class.

**Key Responsibilities**

* To work alongside the Deputy Head: Wellbeing, Senco and TEP Coordinator to map out and delivery therapeutic and social aspects of TEPs
* To collaboratively lead in the assessment of student’s progress toward set goals including updating relevant parts of SOLAR assessment framework and student passports.
* To work 1:1 with a variety of students both onsite and offsite to deliver bespoke and purposeful intervention
* To plan, monitor and evaluate individual TEP programmes
* To attend TEP review meetings
* To attend and contribute to relevant meetings in relation to students you are supporting (Annual Reviews, PEPs, CIC and Pupil Progress Meetings)
* To work with teaching teams, Senco and TEP Coordinator in order to purposefully structure plans and support students to reintegrate into the classroom environment
* To communicate effectively with parents and carers and external professionals as and when required
* To effectively work with Therapeutic teams to develop and strengthen Universal, Enhanced and Specialist provision
* To collaboratively support the admission of new students into the provision, carry out relevant home visits and making initial assessments based on the seven stages of engagement.
* Set appropriate and achievable targets for students with a clear timeframe of progression
* Establish, with the involvement of relevant staff, short and medium plans for the development and resourcing of all aspects of a TEP, which:
	+ are based on a range of comparative information and evidence, including the attainment of students;
	+ identify realistic and challenging targets for improvement;
	+ are understood by all those involved in putting the plans into practice;
	+ are clear about action to be taken, time skills and criteria for success.

**General Responsibilities**

* To prioritise own workload, work independently and use own initiative to complete day to day tasks. Seek support and assistance where required.
* To keep confidential records up to date in line with current clinical, service and professional standards.
* With support and guidance, engage in critical reflection on own practice in order to develop practice knowledge, theory and skills.
* To monitor and regulate own emotional response levels to the work demand to include asking for additional or outside support.
* With supervision, support and direction, to adapt and modify activities for different situations and environments, for example for activities on and off site.

**Behaviour Management**

* Have the ability to identify and de-escalate potential problems before they escalate and be able to develop strategies to promote the positive behaviour of pupils;
* Hold positive values and attitudes and adopt high standards of behaviour in their professional role;
* Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy;
* Maintain the school’s system of rewards and sanctions, which is understood and appreciated by pupils and parents;
* Promote learners’ self-governance, independence and cooperation through developing their social, emotional and behavioural skills.

**Pupil care & welfare**

* Be familiar with and supporting all staff in following the school’s safeguarding policy;
* Be aware of, and comply with, current policies and procedures relating to child protection; health & safety; confidentiality and data protection, reporting all concerns to the appropriate person;
* Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.