

JOB DESCRIPTION
FAMILY THERAPIST / PSYCHOTHERAPIST

PEOPLE MANAGER	HEAD OF THERAPY - LONDON
LOCATION	HYBRID VARIOUS LOCATIONS LONDON/ESSEX/KENT

- As the needs of the business can change rapidly this role will change accordingly, therefore this job description should be viewed as guidelines which are subject to change.
- It may be amended at any time following discussion between the People Manager and colleague and may be reviewed as part of the performance review process.
- The roleholder may be required to undertake other duties as reasonably required by their People Manager or any member of the OHS Leadership Team.
- All roles are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.

OVERVIEW

- We are seeking an experienced and confident Family Therapist / Psychotherapist to join our Blended Provision and outreach team supporting pupils with Social, Emotional and Mental Health (SEMH) needs and their families.
- The post holder will provide specialist systemic and family-based therapeutic intervention to pupils experiencing significant barriers to school attendance, alongside their families. The post holder will work across the environments that are most meaningful and accessible to each pupil and family, including their home, in school, in the community and online; flexible working is available.
- The therapist will work collaboratively with pupils, parents/carers and the wider multi-disciplinary team, including the Children & Families Practitioner, specialist teacher, safeguarding colleagues and other clinical professionals, to develop a shared understanding of the pupil's needs, relationships and experiences.
- Through systemic assessment, formulation and therapeutic intervention, the therapist will support emotional wellbeing, strengthen relationships and identify the conditions that enable pupils to engage positively with learning and education. The team will share agreed outcomes and coordinate their interventions so that therapeutic, family and educational support are experienced as one joined-up pathway.

- Where appropriate, the therapist will contribute to a gradual and supported pathway towards increased engagement with the school environment, while retaining clear clinical boundaries and responsibility for appropriate therapeutic decision-making.

KEY RESPONSIBILITIES

- Provide high-quality, evidence-informed family therapy to pupils and their families.
- Undertake systemic assessment and formulation, considering the child within the context of their family, school, peer relationships and wider environment.
- Develop collaborative therapeutic goals with pupils, parents/carers and relevant professionals, contributing to shared team outcomes where appropriate.
- Provide individual, parent/carer, family and systemic interventions according to clinical need
- Work therapeutically with pupil and family need, including emotional dysregulation, anxiety, school avoidance, family conflict, trauma and relationship repair.
- Support families to develop greater understanding of patterns of interaction, emotional responses, behaviour and relationships.
- Support pupils and families to develop strategies that enable improved engagement with education, relationships and increased quality of life.
- Adapt therapeutic approaches to the developmental age, communication needs, neurodiversity and individual circumstances of each pupil.
- Work flexibly across home, school, community, head office and online settings, including remote sessions where these are clinically appropriate and accessible.
- Work jointly with the Children & Families Practitioner and specialist teacher so that therapeutic, family-support and educational approaches are coordinated around the pupil and family.
- Contribute to integrated planning, case discussions, reviews and multi-agency meetings, sharing relevant clinical information and professional recommendations appropriately.
- Where appropriate, support planned transitions from outreach provision towards increased attendance within the school environment, ensuring clinical considerations and therapeutic readiness are reflected in transition planning.
- Deliver home based and community-based therapy sessions.
- Support emotional regulation using trauma informed approaches.
- Maintain clear clinical boundaries, confidentiality and professional standards, and ensure that the distinction between therapeutic intervention and wider family support is understood.
- Complete appropriate clinical risk assessments and respond to changes in presentation, family circumstances or risk through the appropriate safeguarding and clinical pathways.
- Follow lone working procedures including pre-visit and dynamic risk assessments.
- Record concerns in real time and escalate to the DSL.
- Contribute to daily safeguarding triage and follow OHS safeguarding procedures.



OCTAVIA HOUSE

Sector-Leading Therapeutic Schools

- Attend multi-agency meetings and provide appropriate updates to families and commissioners.
- Record attendance, engagement, progress and therapeutic outcomes accurately.
- Engage in clinical supervision, training and professional development.
- Know, support and realise OHS policies and procedures, including those relating to safeguarding, data protection, confidentiality, lone working and health and safety.
- Comply with any reasonable request from leaders to undertake work of a similar level that is not specified in this job description

OHS BEHAVIOURS

We expect all OHS colleagues to demonstrate the following behaviours at all times towards pupils, colleagues and families: accountable, adaptable, collaborative, communicative, creative, empathetic, proactive, resilient.

PERSON SPECIFICATION

SKILLS, TRAITS, KNOWLEDGE & UNDERSTANDING

- Maintain high standards of professional and ethical practice.
- Complete appropriate clinical assessments, formulations and risk assessments.
- Recognise and respond appropriately to safeguarding concerns.
- Work within safeguarding, lone-working and risk-management procedures.
- Maintain accurate, timely and appropriate clinical records.
- Ensure that interventions are appropriately evaluated and reviewed.
- Participate in clinical supervision and professional development.
- Work within relevant professional standards and ethical framework.
- Strong relational skills and ability to build trust with children, parents/carers and wider family networks.
- Ability to work independently in home and community settings and to use clinical judgement about when to work remotely or face-to-face.
- Outstanding communication skills with pupils, families and professionals.
- Strong organisational skills including punctuality and reliability.
- Ability to cope in high pressure contexts and work thoughtfully with complexity, uncertainty and risk.
- Strong understanding of child development and therapeutic approaches, including systemic, trauma-informed and relational practice.
- Understanding of neurodiversity and the impact of autism, ADHD, SEMH needs and school avoidance on family relationships and engagement.
- Ability to contribute confidently to a multi-disciplinary / multi-agency team while retaining clear clinical accountability for therapeutic work.
- Understanding of relevant policies, codes of practice and legislation.
- Commitment to safeguarding and safe practice.
- Reflective practitioner eager to develop professionally

QUALIFICATIONS, TRAINING & EXPERIENCE

Education

- Qualified Systemic and Family Psychotherapist, registered with the appropriate professional body.
- Post-qualification experience working therapeutically with children, young people and families.

Experience

- Relevant experience working with children, young people and families with SEMH needs or associated SEND (essential).
- Experience of working with children and young people presenting with complex emotional, behavioural or mental-health needs.
- Experience working with pupils with SEMH needs, Autism, EBSA or trauma-linked behaviours.
- Experience of systemic assessment, formulation and intervention.
- Experience of working collaboratively within multidisciplinary teams.
- Experience of working with parents/carers as part of therapeutic intervention.
- Ability to adapt therapeutic approaches to meet the needs of the child and their family.
- Ability to work confidently with complexity, uncertainty and risk.
- Strong understanding of child development, attachment, trauma, systemic and relational approaches.
- Ability to engage children and families who may initially be reluctant to engage with therapeutic services.
- Ability to work effectively in home, school, community and online environments.
- Strong safeguarding knowledge and practice.
- Willingness to contribute to an integrated outreach / blended provision model and to work flexibly across OHS locations as service need develops.