OCTAVIA HOUSE
Sector-Leading Therapeutic Schools

JOB DESCRIPTION
HEAD OF THERAPY

PEOPLE MANAGER	DIRECTOR OF THERAPY
LOCATION	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

- Our Heads of Therapy ensure that the quality of therapy in their clusters is excellent. They are ambassadors for Octavia House Schools' relationships-first, trauma-responsive, therapeutic approach.
- Our Heads of Therapy embody and role model the OHS relationships-first approach, building strong, lasting relationships with our pupils. Our children have needs relating to their complex life experiences, which may include trauma and adversity, a difficult school history, their emotional wellbeing, mental health and/or neurodivergence (including autism and ADHD). All our pupils benefit from a seamless therapeutic education.
- Our leaders have high expectations of themselves, colleagues and pupils. They work closely with other leaders, are receptive to constructive feedback, and seek support as necessary. Our Heads of Therapy believe in and realise the relationships-first and 'work as one' approaches.
- Our Heads of Therapy ensure that every pupil accesses a personalised, therapy-centred curriculum. Working full-time, the postholder coordinates the therapy offer and manages lead therapists and clinical leads within their school cluster. They are a presence across our schools, in school leadership team meetings and lead on therapy colleague training and inductions.

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KEY RESPONSIBILITIES

- Ensuring, with senior leadership colleagues, that the seamless therapeutic curriculum offer continues to be sector-leading, and to ensure therapists work in collaboration with colleagues in classrooms and offer therapy both in a structured, timetabled way and on a flexible, 'need-it-now' basis.
- To people manage and support lead therapists and clinical leads within their cluster, overseeing timetabling, resourcing, and information flow. Provide regular wellbeing check-ins, delegate effectively, motivate staff, and hold colleagues to account to ensure smooth and consistent school operations.
- Fulfilling the role of leadership team member, which includes attendance at LT meetings, contributing to daily briefings and staff meetings & attending professionals' meetings.
- Overseeing the timely completion and quality of therapy reports and notes, the therapy trackers and key information on Arbor.
- Leading on the accurate and timely completion of our therapeutic SEMH progress measures and SEMH data within their cluster.
- Overseeing and supporting lead therapists with the implementation of Pupil Voice across sites within their cluster.
- Working collaboratively with the Head Teacher to monitor and track behaviour data through Arbor and giving timely and supportive feedback to colleagues and leaders about trends and themes arising.
- Lead Behaviour Analysis meetings, working collaboratively with Heads of School to apply a therapeutic lens to understanding behaviour and develop proactive, evidence-informed and solution-focused approaches to support pupils.
- Role modelling the schools' relationships-first policy and approach by maintaining a visible presence, moving colleagues' away from 'managing behaviour' and focusing it on building and sustaining healthy, positive relationships, and offering in-the-moment guidance to colleagues.
- Being a proactive, problem-solving troubleshooter, dealing quickly and effectively with conflicts and complaints.
- Establishing and maintaining positive, collaborative, professional and supportive working relationships with all colleagues, parents/carers and external professionals. Support therapists with communication, documentation, and information sharing for external agencies, including CAMHS and social care.

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- Contributing to the wider work of the leadership team and schools, in raising standards and promoting pride, inspiration and excitement about the OHS approach, and the successful outcomes pupils achieve with us.
- Support the delivery of incident debriefs for staff following challenging or high-intensity situations.
- Co-lead the implementation and training of the OHS NVR programme, both for colleagues and families within the cluster.
- *Complying with any reasonable request from senior 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.

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PERSON SPECIFICATION

SKILLS, TRAITS, KNOWLEDGE & UNDERSTANDING

- Role-modelling the schools' values and relationships-first approach as a model of outstanding practice and professionalism.
- Reflective, motivated, ambitious, professional, hard-working and focused
- Attention to detail, including in terms of presentation, reliability, punctuality and supporting the maintenance of an attractive environment for education and therapy
- Creative and imaginative thinker; solution focused and proactive
- Excellent knowledge and understanding of the different types of therapy offered (SaLT, OT, creative arts therapies)
- Outstanding communication skills (with pupils, families and professionals)
- Outstanding organisational skills (including meeting deadlines)
- Outstanding ability to work collaboratively at all times as part of a unified team
- Excellent technological skills
- Able to recognise own training needs and willing to undergo relevant training
- Outstanding ability to support families of pupils with ACEs and complex SEMH needs
- Outstanding ability to cope in high pressure, stressful contexts
- Committed to promoting and safeguarding the welfare of pupils
- Ability to coordinate and manage people, including holding colleagues to account in challenging circumstances, ensuring consistent high standards
- Excellent knowledge and understanding of education and therapy and their applications; child development, learning and pupils with SEMH needs and associated SEND; relevant policies/codes of practice and relevant, latest legislation
- Secure understanding of special schools and the independent school standards, local authority funding, SEND and the requirements and expectations of Ofsted, ISI, and the DfE.

QUALIFICATIONS, TRAINING & EXPERIENCE

- At least a good, relevant first degree (essential)
- Qualified therapist status and associated registration with appropriate professional body (essential)
- Range of experience with pupils with SEMH needs and associated SEND (essential)
- Evidence of involvement in continuing professional development activities, or related to SEMH needs/SEND (essential)
- Leadership experience in a challenging context (desirable)
- Up-to-date safeguarding and safer recruitment training (desirable)
- Experience of special school development and improvement strategies (desirable)