

## Role Profile

### Head of Therapy

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| <b>Role Summary:</b>   | The Head of Therapy works alongside the Senior Leadership Team as one of a team of middle leaders within the school. They have responsibility for the oversight of the therapeutic provision at Undershaw and the leadership of the therapy team. The Head of Therapy will be committed to embedding a holistic 3 tiered model of provision and lead on developing the dynamic of therapists working within a multi-disciplinary team within a school setting. The Head of Therapy will contribute to and deliver the school's vision of therapy enhancing the students' abilities to access their learning. They will quality assure all provision, assessment and reporting to ensure that therapy is in line with the school's vision of becoming a Centre of Excellence for SEND education. |
| <b>Site:</b>           | Undershaw main site and the Arts and Media Centre. Offsite locations as needed.   |
| <b>Annual Salary:</b>  | <b>Band 7</b>   |
| <b>Hours:</b>          | Full Time, Term time plus 2 weeks   |
| <b>Terms:</b>          | Permanent (6 months probationary period)  |
| <b>Line Managing:</b>  | The Therapy Team<br>(SaLT, OT, Physio Assistant, Drama therapists)  |
| <b>Responsible to:</b> | A member of the Senior Leadership Team  |

#### Summary of Responsibilities:

- To be responsible for Speech, Language and Communication Provision for students, and management of the school SaLT team. Oversight of SaLT programmes, target-setting, and review, and termly evaluation of the school's offer.
- To be responsible for Occupational Therapy provision for students, management of the school OT team, liaison with external services, oversight of programmes, target-setting, and review, and termly evaluation of the school's offer.
- To be responsible for and line management of the Drama therapy Team. Oversight of universal provision for students' wellbeing.
- To provide some specialist therapy, within their area of clinical expertise, with professionally informed clinical decision making and case-management.
- To be a clinical lead within their area of clinical expertise and provide supervision as appropriate and any other relevant school team members.
- To work together with education staff, parents/caregivers and members of other agencies, providing highly specialist advice and in integrating therapy targets into all learning goals for children with an Education, Health and Care Plans.
- To be responsible for ensuring that all therapy is delivered as directed by the EHCP of each child within the specified time frame and that this is communicated to parents.

#### Therapy Service Provision:

- To demonstrate knowledge of national legislation, local protocols, and professional guidance relevant to the specialty and advise colleagues accordingly.
- To manage and review the provision, including developmental planning and budget administration, working closely with the leadership team.
- To implement, develop and regularly review the therapy service to ensure effective outcomes and maintain quality as set out in the policies of the Health and Care Professions Council, the Service



Standards recommended by the Royal College of Speech and Language Therapists, Royal College of Occupational Therapists and School regulations and policies (e.g. safeguarding).

- To implement and contribute to the development of effective systems for caseload management / timetabling, target setting from EHCPs, record-keeping, auditing and systems of reviewing progress against EHCP outcomes.
- To lead on the development and quality assurance of Provision Map for the therapy team.
- To measure service provision and outcomes routinely. To provide reports routinely and on request, in relation to individual assessment/interventions, analysis of total caseload and analysis of types of work requested/carried out.
- To ensure accurate record keeping, documentation drafting, information gathering and contributing to reviews, investigations and report writing as required. To ensure that all therapy reports are completed for annual review meetings.
- To be responsible for overseeing the security, care and maintenance of equipment and therapy spaces, ensuring standards of infection control and safety are maintained.
- To alert his/her line manager to risks, gaps in service and other pressures on the service and to propose remedial measures where feasible.
- To ensure, through effective monitoring, that all therapy is delivered in line with the EHCP for each student within the annual review cycle.
- To develop and ensure regular and effective communication with parents / carers regarding the therapy provision, including termly updates regarding progress with EHCP directed delivery.

### Training

- To collaborate with the Family Liaison Officers, therapy colleagues and parents/carers to assist in devising, delivering, and evaluating training courses for parents/carers.
- To be the Lead therapist for the whole staff training programme by the planning, delivering, and attending presentations and training sessions at staff meetings, tutorials, and in house training sessions.
- To provide specialist knowledge, advice, teaching and training to other members of the School team.
- To contribute to the delivery of the development programme for Teaching Assistants and for new staff induction.
- To lead in supporting the inclusion of specific therapy interventions into the learning situation e.g. access to ICT, moving and handling, sensory integration etc.
- To co-ordinate any agreed outreach provision, including twilight training sessions as needed.

### Professional Development

- To maintain one's own specialist knowledge and skills through participation in CPD and clinical supervision with an appropriate mentor.
- To be the lead in supporting Therapy Team meetings, professional clinical groups, such as Journal Clubs, and other professional development activities to share and expand specialist knowledge.
- To be a lead in developing improvements in cross-organisational communication. (E.g., liaison with other School Therapy teams, and organisation of study/development days.)
- To participate in performance management as both appraiser and appraisee.
- To keep up to date with new developments within the profession.
- Provide clinical support and supervision for the Therapy team, and other members of the school team as well as assistants and volunteers as appropriate.
- To lead on the support and development of the OT Apprentice or any students on placements.
- To be responsible for assessing impact or quality of provision regularly in line with the school monitoring systems and producing reports for the areas of responsibility.



**Leadership**

- Attend meetings as required, including the Senior Leadership Team meetings, when invited as the voice of the Therapy Team.
- Plan and manage change in accordance with the school development/strategic plan.
- Contribute to the therapy specific areas of the School Development Plan.
- To be responsible for reporting to stakeholders such as The Governing Body, Trustees, SLT, Local Authorities and parents.
- To be responsible for keeping up to date on all latest legislation and training, updating staff accordingly.
- Be responsible for updating school policies and ensuring that they reflect latest legislation and guidance.
- To hold responsibility for and coordinate the therapy budget with the School Business Manager.
- To undertake any other responsibilities deemed necessary by the Headteacher.

**Safeguarding**

- Set the highest standard of example in terms of safeguarding and professional behaviours in line with the most up to date guidance, including KCSIE and WTTSC and supporting with embedding these within the culture of the school

**Note:** this job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder:

Date:

Signature of Headteacher:

Date:

**Head of Therapy Person Specification**

|  | Essential  | Desirable   |
|--|--|---|
| <b>Education and Experience</b>                    | <ul style="list-style-type: none"> <li>• Relevant degree level qualification</li> <li>• Leadership qualification or relevant experience</li> <li>• Evidence of recent and relevant CPD</li> <li>• Registration with Health Professions Council</li> <li>• Registered member of relevant Royal College</li> <li>• Specialist knowledge and application of therapy assessments</li> <li>• Experience of working within a team of Therapists</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of working in an SEND school environment</li> <li>• Member of a Professional Specialist Interest Group</li> <li>• Evidence of training &amp; CPD relevant to pupils with special educational needs e.g. Makaton, Intensive Interaction, Sensory Integration, Zones of Regulation</li> </ul> |
| <b>Knowledge, abilities, skills and experience</b> | <ul style="list-style-type: none"> <li>• Experience of working with children.</li> <li>• Good communication skills both written and verbal</li> </ul>  | <ul style="list-style-type: none"> <li>• Ability to manage department training &amp; resource budget</li> </ul>   |



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|---------------------------------|---|---|
|                                 | <ul style="list-style-type: none"><li>• Awareness of safeguarding and child protection issues</li><li>• Conscientious with good attention to detail</li><li>• Ability to liaise effectively with colleagues</li><li>• Experience of managing a team of staff including setting objectives, appraisal, recruitment and disciplinary issues</li><li>• Ability to think creatively and problem solve</li><li>• High professional standards, judgment, discretion and ability to maintain confidentiality.</li><li>• Experience of drafting and producing accurate documentation and reports and meeting deadlines.</li><li>• Experience supervising therapists, assistants, and students.</li><li>• Experience of design &amp; delivery of training to other professionals.</li><li>• Knowledge of specific disorders relevant to the client group (e.g., ASD, general learning difficulties, ADHD) applied to forming a differential diagnosis and intervention plan.</li><li>• Knowledge of national policies and procedures relevant to the client group (EHCPs, KCSIE etc)</li></ul> | <ul style="list-style-type: none"><li>• Knowledge of legislation relating to children's education and their disabilities.</li></ul> |
| <b>Personal Characteristics</b> | <ul style="list-style-type: none"><li>• Ability to work unsupervised</li><li>• A team player willing to step in and help your colleagues</li><li>• Flexible approach to the task in hand</li><li>• Willing to undertake training as required</li><li>• Ability to inspire and lead a team</li></ul>   |   |
| <b>Other requirements</b>       | <ul style="list-style-type: none"><li>• Suitability to work with children</li><li>• Patient and resilient</li><li>• Good sense of humour</li><li>• Understanding of the School's ethos and values</li></ul>   | <ul style="list-style-type: none"><li>• Driving license and own transport</li></ul>   |