JOB PROFILE		
Department:	**Therapy**	
Job title:	**Art Therapist**	
Reports to:	**Head of Pupil Support**	
Responsible for:	**Art Therapy**	
Level/Grade:	**Hours of work: 1 day (7 hours) per week – term time only**	**Salary Scale: Benchmark NHS Band 6 Scale Point 25-30 FTE £37,740-£45,324 Actual £6,727.12-£8,078.96 Depending on Experience**

Key Tasks

- To provide an arts therapy support service to help primary aged children make sense of difficult life experiences or complex psychological issues through the activity of art.
- Assess children's needs using relevant assessment methods
- Provide individual and group arts therapy to pupils experiencing difficulties in dealing with issues such as inter personal relationships, emotion management, anxiety, behaviour problems, grief, self harm, abuse, family conflict. The ultimate goal of this therapy is to promote changes in attitudes, skills, behaviour, knowledge and/or awareness to enhance pupils' wellbeing and increase connectedness to school to facilitate learning; enabling students to identify their existing patterns of behaviour
- Helping pupils to decide on, and implement appropriate courses of action
- Provide art therapy sessions in accordance with the requirements of needs identified and in line with the requirements of the school (i.e. timetable and resources available)
- Writing reports of pupils' progress and interventions used in Art Therapy e.g. for ARA, CAMHS, Social Services
- In response to specific student needs, assist staff with conflict resolution, anger management and organising peer support
- Develop symbolic communication with children, which involves making a connection between the signs, symbols and actions the child creates through art and how these relate to their experiences

- Creating an in-depth therapeutic relationship which promotes positive change in the child by helping them to help themselves
- To participate and deliver training where appropriate within the school
- To support school staff by increasing awareness and understanding of social, emotional and mental health difficulties and to provide advice where appropriate, ensuring that staff and parents are aware of the positive benefits;
- Maintain case records, complete written reports, and fulfil procedures and statutory duties in line with the school's policy (to be reviewed) and the British Association of Art Therapists (BAAT).
- To use the schools agreed format for case note recording (to be reviewed)
- To participate in regular supervision with the BAPT/BAAT
- To communicate effectively with relevant school departments, other therapists and the senior leadership team of the school as may be required.
- Shop for therapy resources as appropriate
- Ensure pupil safeguarding is maintained at all times including keeping accurate records as appropriate.
- To attend relevant meetings and training to keep up to date with best practice and support continuous professional development to ensure the effective running of the school.
- Familiarise, uphold and promote the aims of the school's equality and diversity policy in the course of day-to-day work.
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils.

PERSON SPECIFICATION:

POST TITLE: Art Therapist

LOCATION: Brantridge School

REPORTS TO: Head of Pupil Support.

Education and Knowledge

1.	Degree or equivalent qualification	E
2.	Appropriate postgraduate qualification	E
3.	Membership of an appropriate professional body (BAPT, BAAT)	E
4.	Evidence of specialist training or qualification in SEN	D
5.	Relevant training or teaching qualification	D
6.	Understanding/knowledge of children with SEN	E
7.	Appropriate training i.e. First Aid/Positive Handling/Child Protection	E
8.	Willing to attend and lead relevant training	E

Experience

9.	Experience of working with primary aged children	E
10.	Experience of working with children with Special Education Needs	E
11.	Substantial experience of successfully working with children with a range of special needs including those exhibiting challenging behaviour	E
12.	Experience of working with young people and families in challenging circumstances and with children in emotional distress within health, social or educational services	E
13.	Experience of child protection procedures and issues	E
14.	Experience of leading a team	D

Skills and Abilities

15.	Knowledge and understanding of SEN and the ability to work with these groups of children positively without confrontation	E
16.	Insight, confidence and strength to enter into the in-depth Art Therapy Process	E
17.	Confident, sensitive, open and motivated to help children and families in intense emotional distress	E
18.	Willingness to work flexibly to meet the requirements of the post	E

19. Maintain confidentiality and manage sensitive issues within the context of child protection legislation — E

20. Ability to develop positive relationships with children with SEN and to deal sensitively with issues that may arise according to their needs — E

21. To work with and gain the respect of children with SEN — E
22. Able to support children with patience, persistence, sensitivity and a commitment to their success — E

23. Commitment to working in partnerships with parents — E
24. Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices — E

25. Excellent verbal and written communication skills – able to communicate effectively with children, staff, parents and other professionals — E

26. Experience of multi-disciplinary teamwork. Experience of working independently and as a team member. — D
27. Good interpersonal skills — E
28. Patience and resilience — E
29. To be open and friendly whilst maintaining a professional approach — E
30. To be sensitive to the needs of the child — E
31. IT skills — E
32. Be able to display an awareness, understanding and commitment to the protection and safeguarding of young people and vulnerable adults — E
33. Able to maintain confidentiality — E

E = Essential attributes
D = Desirable attributes

Candidates are asked to address as many of the person specifications as possible in their application.