

## Job Description: Child Therapist Bridge in Schools

### Job overview

The Bridge in Schools Service provides a specialist mental health service in primary, secondary and SEN schools. This combines clinical interventions, professional networking and supervision, consultation and training workshops for school staff. Posts will be based at one of our established partner schools. It will involve delivery of school-based specialist mental health services in partnership with school staff.

A key part of the role will be to work alongside other professionals. The post holder will join an established Bridge in Schools team of specialist counsellors and therapists. Our approach of working in partnership with schools means that the balance and mix of activities and responsibilities may vary according to the needs of the school.

### Main Responsibilities

- To work with the school to develop its support for children's emotional health and well-being across the school
- To liaise closely with school staff over referrals and assessment of vulnerable children and young people
- To carry out initial client assessments
- Classroom observations and assessment
- 1:1 school-based therapy for children and young people
- To provide therapy sessions to parents
- To provide consultation to school staff around children's emotional and behavioural difficulties
- Work with the school to develop effective emotional/learning support strategies in school
- To liaise with other agencies, including statutory services
- To provide supervision to specialist SEN and support staff
- To undertake training workshops, supervision and work discussion groups for school staff
- To carry responsibility for equipment, records, and the use of space for counselling sessions
- To provide monitoring and evaluation information as required
- To manage and supervise Honorary Therapists on placement as required
- To comply with and work within the Bridge Foundation's policies, procedures and guidelines, including those related to Equalities, Health

& Safety, Confidentiality of Information, Child Protection and Record Keeping

### **Other tasks**

- To attend fortnightly supervision groups (Wednesday mornings)
- To attend fortnightly school team meeting (Wednesday mornings)
- To maintain up to date child protection training
- To attend Bridge Foundation staff and clinical meetings

### **Person Specification**

Essential:

- Qualified as a UKCP/ BCP/BACP/ACP/HCP accredited child psychotherapist or specialist psychodynamic counsellor. (Child psychotherapists with schools experience who are close to finishing their training may be considered).
- Experience of working in a school setting and / or with staff in a school setting.
- Substantial experience of assessment for therapy, including referral on to other colleagues.
- Experience of both short and long term therapy with children and families
- Specialism in the theory and practice of psychodynamic psychotherapy / counselling
- Experience of work with children or adolescents and families with complex difficulties
- Experience of working with children from diverse cultural and social backgrounds
- Training and experience in child protection and safeguarding
- Experience of working effectively as part of a multidisciplinary team
- Experience of liaison with statutory and other external organisations (e.g. CAMHS, CYPS)
- Commitment to and understanding of monitoring and evaluation requirements
- Experience of providing supervision and consultation to other professionals

*Desirable*

- Experience of working with children and young people with learning disabilities (where appropriate to setting)
- Experience of working with children and young people with autism (where appropriate to setting)
- Experience of group interventions with children or adolescents
- Experience of organisational consultancy

**Abilities**

- Ability to be flexible and adaptable to the needs of schools
- Ability to manage a caseload and work autonomously
- Ability to take the initiative in developing therapeutic services and in developing good relations with School based staff.
- An interest in developing school-based work and evidencing its impact
- Ability to think systemically and carry authority with senior managers
- Basic computer literacy