



COCKBURN
MULTI-ACADEMY TRUST
TRANSFORMATION TO EXCELLENCE



We're Hiring

Recruitment Booklet

Early Intervention Therapeutic Worker

COCKBURN SCHOOL
Specialist status in the Performing Arts



**COCKBURN
JOHN CHARLES ACADEMY**



**COCKBURN
LAURENCE CALVERT ACADEMY**



FOOTSTEPS
to success



**MIDDLETON
PRIMARY SCHOOL**

Reach
Primary Learning Centre



0113 271 9962



recruitment@cockburnmat.org



www.cockburnmat.org

Job Description

Early Intervention Therapeutic Worker

Post:	Early Intervention Therapeutic Worker
Required:	September 2024
Pay scale and salary:	C3 – SO1, SCP 19-25 (£29,777 - £33,945 pa FTE) £15,072.5 - £17,258.9 pa Actual salary
Contract Type:	Permanent Term Time Only + 3 additional training days
Hours of work:	22 hours per week (Wed- Fri, 8 am – 4 pm)

Accountable to: Assistant Headteacher responsible for Safeguarding

Purpose of Role:

This post involves using therapeutic approaches to support children, young people and families with emotional health and wellbeing needs who may be experiencing a range of difficulties including behavioural/conduct problems, anxiety and depression. The service users may also be in specific target groups e.g. looked after children, those with poor attendance, at risk of becoming NEET, young carers, children in families experiencing separation, children who have been bereaved etc.

Main Duties:

- Identify and deliver evidence-based interventions.
- Managing an identified caseload which may include individuals and groups to support children and young people's emotional health and wellbeing.
- Working in partnership with school staff and other stakeholders, children, young people and their families; demonstrating an excellent and in depth understanding of individual needs and priorities; developing appropriate strategies to meet the identified needs.
- Support schools to identify and subsequently support children and young people displaying low level emotional health issues.
- Liaise with other stakeholders to identify background information, strategies which have been used, and make recommendations for action plans.
- Supporting identified children and young people in a small group or one-to-one basis.

Approaches may include:

- Play therapy; art therapy; drama etc.
- Implementing emotional literacy strategies and facilitating self-esteem and confidence-building activities
- Listening to and helping children and young people to resolve a range of issues that are affecting their emotional health and wellbeing which create barriers to learning
- Administrating and facilitating sessions to include anger management groups, creative therapy and crucial skills as appropriate.
- Working directly with parents/carers of targeted children including:
 - Developing positive relationships with parents/carers e.g. visiting them at home to discuss issues and problems
 - Representing parents/carers views and needs at relevant meetings



- Advising parents/carers on strategies and parenting skills.
- Providing regular and systematic feedback to students, staff and parents/carers where appropriate, on targets and progress made towards achieving them.
- Carrying out effective assessments/evaluations pre and post intervention. Provide reports and cluster updates when requested.
- Initiating and acting as a lead practitioner in the Early Help process when appropriate to do so.
- Liaise with other relevant services and agencies which may include:
 - Networking with professionals e.g. social workers, educational psychologists, CAMHS
 - Provide feedback to teachers and make further recommendations.
- Training, advising and supporting school-based staff to run targeted group and individual interventions for students and parents/carers for sustainable school practice.
- Flexibly meeting the needs of the targeted children, young people and families; amending practice to facilitate positive outcomes by placing the child, young person and family at the centre of the intervention.
- Having a good knowledge of the range of resources and strategies necessary to impact on emotional health and wellbeing.
- Demonstrating a good understanding of the Early Help process and working in partnership with other services.
- Undertaking relevant CPD to support successful outcomes for the children.
- Prioritising own workload to ensure interventions are delivered effectively, high quality records are kept and information is shared appropriately.
- Complete any other duties commensurate with the post.

Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements and applicants lacking these attributed will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

QUALIFICATIONS & TRAINING	Essential	Desirable	MOA
Relevant Qualifications include: NVQ Level 3 in Childcare, Health, Education, Social Care or Adult Learning Support CACHE Diploma in Childcare and Education Or equivalent experience	*		A/Q
Commitment to personal and continued professional development	*		A/S
Full Driving Licence with business cover	*		A/Q
Qualifications in evidence based therapeutic interventions, e.g. targeted SEAL		*	A/Q
Recognised qualification in therapeutic work with children and young people		*	A/Q
Evidence-based parenting programmes e.g. Webster Stratton, Family Caring Trust		*	A/Q
CAF/Lead Professional trained		*	A/Q
Restorative Practice trained		*	A/Q
SKILLS	Essential	Desirable	MOA
The emotional health and wellbeing worker will have the skills and ability to: <ul style="list-style-type: none"> • Work as a member of a front-line team offering a range of support to children, young people and families in the home, in schools and in other community venues • To identify where early intervention is needed using appropriate assessment methods • Offer pre-existing skills in therapeutic/emotional wellbeing support with a clear and robust set of therapeutic tools which can be used and adapted for different situations • Demonstrate an understanding of family and group dynamics while working holistically with families • Relate to and develop positive relationships with parents and/or carers of vulnerable children • Secure the trust and co-operation of 	*		A/R/S

<p>children and young people Communicate ideas and opinions effectively both verbally and in writing</p> <ul style="list-style-type: none"> • Cope under pressure • Work in a flexible way as areas of focus change • Work confidently with a range of stakeholders • Work in a team as well as work creatively and independently • Use their initiative • Listen actively, facilitate discussions which could be sensitive • Support and motivate others • Good organisational skills 			
Counselling skills		*	A/R/S/Q
ICT skills		*	A/R/S/Q
Mental health First aid training		*	A/R/S/Q
<u>EXPERIENCE</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>MOA</u>
Successful experience in working with young people in helping them overcome barriers to learning	*		A/R/S
Worked with a range of stakeholders to support children and young people that present with social, emotional or mental health issues	*		A/R/S
Developed positive relationships with parents/carers	*		A/R/S
Of planning, delivering and evaluating individual and group work	*		A/R/S
Previously planned and led sessions to support learners with: <ul style="list-style-type: none"> • low esteem • building resilience • anxiety • attachment 		*	A/R/S
<u>KNOWLEDGE</u>	<u>Essential</u>	<u>Desirable</u>	<u>MOA</u>
Understanding of mental health and wellbeing issues	*		A/R/S
Academic, emotional and social issues which may affect young people	*		A/R/S
Basic structure and organisation of inclusive education	*		A/R/S
Understanding of the New SEN Code of Practice 2014		*	A/R/S
<u>PERSONAL QUALITIES</u>	<u>Essential</u>	<u>Desirable</u>	<u>MOA</u>
<ul style="list-style-type: none"> • Enthusiasm • Positive outlook • Use Initiative • Ability to work flexibly and cope under pressure 	*		A/R/S

<ul style="list-style-type: none"> • "Can do" attitude • Committed life-long learner 			
<p>Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.</p>			
<p>This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.</p>			
<p>METHOD OF ASSESSMENT (MOA)</p>	<p>A =</p>	<p>Application Form</p>	
	<p>Q =</p>	<p>Qualification</p>	
	<p>R =</p>	<p>References</p>	
	<p>S =</p>	<p>Selection Process</p>	

COCKBURN

CAREER PATHWAYS

What job roles am I interested in?

Pastoral

Safeguarding Officer, Family Support Worker, Early Intervention Therapeutic Worker, Attendance Outreach Worker, Outreach Co-ordinator, Early Intervention Worker Assistant SENCO, Head of Year

Facilities

Cleaner, Cleaning Supervisor, Caretaker, Caretaker, Site Manager, Premises Assistant, General Kitchen Assistant, Senior Catering Assistant, Catering Supervisor, Catering Manager

Data/technical support

Reprographics, Data Assistant, Data Manager, Trust Data and MIS Officer, IT Technician, Senior IT Technician, IT Manager

Operational

Receptionist, Administrator, Office Manager, School Business Manager, Personal Assistant to Head of School/ Executive Headteacher, Exams Officer, Finance Assistant, Finance Officer, Trainee Accountant, Finance Manager, HR Manager, Head of HR, Deputy Chief Operating Officer, Chief Operating Officer

Classroom support

Midday Supervisor, Before/After School Club Assistant, Playworker, Nursery Assistant Child and Family Practitioner Behaviour & Learning Inclusion Practitioner, Teaching Assistant, Learning Mentor, Cover Supervisor, HLTA, DT/Art/Food/Science Technician LRC Coordinator

Routes into teaching

QTS, QTLS, PGCE, SCITT, School Direct Teach First, Teaching Apprenticeship, Straight to Teaching

What career path should I take?

Ongoing training and development

PDD Days, annual updates, staff briefings, departmental specific training, away days

What qualifications do I need to reach my goal?

GCSEs, A Levels, NVQs, diploma, foundation degree, PGCE, QTS, ECT, Level 3 TA, CIPD, accountancy, H&S, NEBOSH, computing and IT, apprenticeship

Annual appraisal

CPD, training and development, career aspiration conversations, succession planning

Training for new starters...

Staff induction, statutory training including child protection and safeguarding, online safety, data protection, school policies, behaviour management

What internal training may there be available?

Shadowing, acting up, secondments, mentor support, volunteering, associate roles

How do I find out more about job roles?

Job adverts/website, line manager, careers officer, departmental heads, teacher training lead, HR

Smart clinic resources

Self-care and personal development

National College resources

Teaching and learning, pedagogy. SEND, admin, finance, staffing, recruitment, facilities, H&S

Our values and ethos

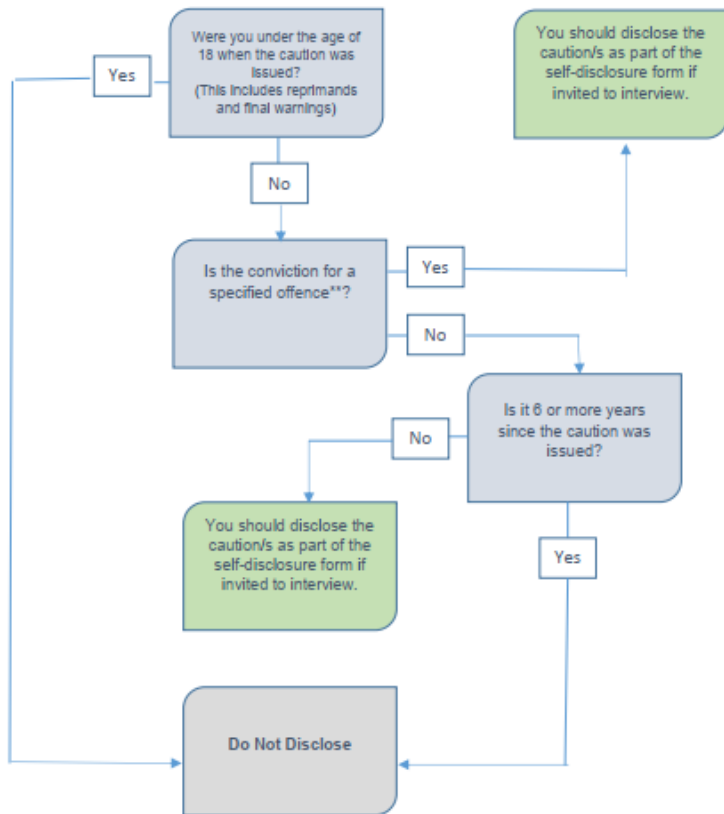
Equality, diversity and inclusion, high quality professional development, internal coaching and individual CPD rewarding jobs, lifelong learning, growth mindset, work life balance, flexibility

SUPPORT STAFF



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Disclosure of a Caution
(this includes reprimands and final warnings)



**<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

Disclosure of a Conviction
Please work this through for each conviction you have separately even if they were part of the same legal proceedings

*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf

**<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

