

Head of Therapy (NCS)

Service: Percy Hedley Foundation Educational Services – Northern Counties School
Responsible To: Head Teacher
Salary: NJC Pay Scale 43 – 46 Term Time plus two weeks

Job Purpose

- To be an exemplar and model of therapy skills within Percy Hedley Foundation Educational Services, leading the development and improvement of integrated therapy delivery by setting and communicating clear targets, objectives and key performance indicators.
- To impact positively and directly on the quality of therapy and student outcomes within the schools/College.
- To be a member of the senior leadership team within the school/College representing therapy and supporting trans-disciplinary working.
- To liaise regularly with the therapy leaders / managers within other PHF educational and adult services to ensure cohesive and consistent working practices across the Foundation therapy teams.
- To deputise for the Heads of Schools where needed.
- To provide daily management of the therapy team e.g. HR requests, absence management, training and budget requests, timetabling and deployment.
- To lead in quality assurance programme across the therapy team.
- To lead in performance management matters across the therapy team.
- To co-ordinate or play a key role in planning the school CPD programme.
- To lead and coordinate the Positive Behaviours Support (PBS) offer within the school.
- To lead in the area of “Behaviour” as described by Ofsted, using a MDT approach and the resources of the therapy team, to gain positive behaviour outcomes for all learners.
- To be a key link to outside agencies and stakeholders including the governing body and report on therapy outcomes to the Foundation Executive team, Governors and Trustees as required.

Main Duties

Linked to SLMT Role:

- As part of the SLT, to develop, implement and evaluate policies and practice, specifically those which focus on therapy improvement and to promote a collective responsibility for implementation.
- To attend meetings as required in an SLT capacity, including acting as chair if required.
- To chair annual review meetings and manage the review process including staff discussions, proof-reading reports and follow-up of any issues raised at the review.
- To act as a deputy on behalf of the Heads of School(s) as required and agreed.
- To respond to complaints and concerns as needed in a timely and sensitive manner, reporting to the Headteacher where needed.
- To be a key person in the school safeguarding team as agreed with the Designated Safeguarding Lead (DSL), including monitoring and responding to CPOMS entries as required.
- To lead and define the direction of the school performance management cycle in relation to the therapy team. To support reviewers in the setting of targets and completion of interviews in order to ensure that the process is of high quality and has a positive impact.
- To participate in the annual performance review cycle as a reviewer, setting targets which link into the therapy department development plans.
- To co-ordinate the provision of therapy development and action plans to ensure that they are rigorous, appropriate and challenging and support the direction of travel for the school.
- To be responsible for the area of “Behaviour” improvement across the school, use PBS and other therapy methods, to help learners be regulated within school and access education at a level that matches their ability.
- To oversee the collection of therapy related evidence and data for school improvement and monitor the evidence files to ensure they are current. This will include monitoring of therapy targets and outcomes.
- To co-ordinate meetings, including agenda items, of the therapy team.
- To be responsible for the implementation of the Foundation therapy supervision policy within the school ensuring that all therapists access clinical supervision at an appropriate level.
- With HR, monitor staff well-being and morale and act appropriately and in a timely manner to support where required.
- To effectively manage change, working with teams to understand their fears and concerns and create an environment where positive risks can be taken.
- To provide support to therapists who are experiencing difficulties in performance including guiding them through a managerial support programme or formal capability process.
- To co-ordinate and plan the school/College CPD programme in conjunction with SLT, including NAPPI training as required.

- To monitor the skill mix and competencies across the therapy team in collaboration with the lead therapy team and advise SLT on aspects of continued professional development required.
- To improve the effectiveness of assessment practices within school including the analysis of statistical information to provide evidence of therapy impact. To support colleagues in understanding local and national data and outcome measures as a basis for improving therapy delivery.
- To oversee, co-ordinate and monitor the therapy equipment stock and budget, liaising with SLT and external agencies to ensure the most cost effective and efficient procurement and use of resources .
- To lead and co-ordinate risk assessment planning across the school in collaboration with Health and Safety advisors. To monitor and advise staff on risk assessment plans in conjunction with the SLMT.
- To work with the Foundation fundraising team to write specific bids for funding of services and equipment in collaboration with the Headteacher.

Linked to Lead Therapy Role:

- To provide practical support to therapists in order to continually develop and extend their skills and to facilitate their daily work.
- To collaborate with the lead therapy team to contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs e.g. delivery of 1:1 and group sessions and formal coaching and mentoring demonstrating enhanced and effective practice and providing effective advice and feedback.
- To disseminate materials, advise on practice, research and continued professional development.
- To make well-founded appraisals of situations upon which advice is sought, applying high-level skills of therapy and classroom observation to evaluate and advise colleagues on their work and devising effective strategies to develop and improve performance.
- To lead by example including maintaining clinical contact as agreed with the Headteacher and teaching through demonstration.
- To provide formal monitoring of therapy sessions in line with the school monitoring cycle and to liaise with colleagues from across the Foundation or external agencies to ensure that monitoring can be carried out collaboratively with members of the same therapy discipline as that being monitored if needed.
- To liaise with education colleagues in order to jointly and collaboratively monitor the delivery of integrated therapy and teaching,
- To actively role model and support staff to effectively demonstrate flexibility and creativity in session planning so that sessions are effective and consistently well-matched to learning objectives and the individual needs of the students.

- To actively role model and support others to effectively provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on students' progress, attainment and areas for development.
- To set standards for and monitor therapy record keeping ensuring that records are of high quality and fit for purpose.
- To work effectively with SLT and staff, acting as a key link to support staff to integrate new policies and developments into their daily practice and effectively manage change.
- To provide advice to colleagues, parents and carers and external agencies on the therapy needs, development and well-being of students.
- To research, facilitate and evaluate innovative practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To lead on planning collaboratively with colleagues in order to promote effective trans-disciplinary practice. To ensure that planning links with individual student needs and curriculum requirements.
- To promote collaboration and work effectively as a team member, supporting others to develop these skills to a high degree.
- To manage own time within the requirements of the educational day and caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise caseload and workload effectively.
- To provide specific and relevant training and advice for carers, educational staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the students' access to therapy support.
- To oversee and monitor therapy interventions carried out by carers, assistants or other class staff in collaboration with the lead therapy team and other therapy staff.
- To take a lead in the recruitment of new staff in collaboration with the Headteacher.
- To participate in the school induction programme for new staff including managing the probationary period.
- To be aware of and adhere to all policies and plans relating to the post and to develop and monitor policies as needed.
- To monitor student placements and ensure they are of high quality in collaboration with the student placement co-ordinators and the lead therapy team.
- To raise awareness and increase the profile of the therapy professions through explanation and demonstration to visitors, students and volunteers.
- To receive regular supervision from a designated clinical supervisor.
- To be responsible for updating professional knowledge and requesting additional training or support as needed.

- As required, to undertake outreach work in other locations and to fulfil other duties that may reasonably be expected by the job role.
- To develop and maintain a personal CPD portfolio to meet the requirements of the clinical professional body and HCPC.

Percy Hedley Foundation Educational Services operate in a demanding and often changing environment. Members of staff must be flexible, adaptable and willing to cope with changing circumstances and opportunities. This list of duties and responsibilities must therefore, be taken as a guide rather than being comprehensive.

Organisational Standards

The Percy Hedley Foundation operates in a demanding and often changing environment. Members of staff must be flexible, adaptable, willing to face up to changing circumstances and new opportunities. The following list of duties and responsibilities must therefore be taken as a guide and is not to be comprehensive.

Professional Duties

- Participate in the review of the Foundations Policies, Procedures and Processes
- Participate in arrangements for the performance development review process
- Participate in arrangements for further training and professional development
- Keep up to date with changes or developments within your professional area
- Fully participate in the induction and training programme provided by the Percy Hedley Foundation
- Contribute to the professional development of other staff, including the induction of new staff.

Equality and Diversity

- Promote equality of access to education, training, and employment opportunities for disabled people, and advocate a positive attitude
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower disabled people
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality, and age
- Recognise the importance of inclusion by using appropriate means of communication at all times
- Be flexible, trying to meet the changing needs of both disabled people and environment.

Discipline, Health and Safety

- Adhere to and promote Percy Hedley Foundation Health, Safety and Welfare policy at all times
- Purchase equipment from a recognised source
- Report all incidents and accidents to Health and Safety Officer
- Maintain a high standard of record keeping in line with Percy Hedley Foundation policies and procedures.

Safeguarding

- Safeguarding is everyone's responsibility.
- Percy Hedley Foundation have adopted recruitment and selection procedures, and other Human Resource Management processes, that help deter, reject, or identify people who might abuse vulnerable children/adults, or are otherwise unsuited to work with them.
- The Trustees/Governing Body are committed to promoting the welfare of children and young people/adults and staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard those in our care.

Confidentiality

- Respect confidentiality. All personal information about people using the foundations services to which you have access should be treated as confidential. Information about the people's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the Percy Hedley Foundation policy.

About Us

We are an ambitious, entrepreneurial, and innovative charitable business working in a person-centred way to meet the needs of people with disabilities and their families. We provide a range of high-quality services and seek out opportunities to inspire and support people with disabilities to achieve their ambitions. We believe that working together as one Foundation we achieve more than individual services would achieve alone. Our influence will be regional, national & international.



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