

Learning and Therapy Support Practitioner

(Therapeutic Learning and Inclusion)

JOB DESCRIPTION

Employer: Stony Dean School

Location: Amersham School / Cross-site working as required

Post title: Learning and Therapy Support Practitioner (Therapeutic Learning and Inclusion)

Contract: Permanent

Hours of Duty: 32.5 hours per week, 39 weeks per annum

Reports to: Partnership Lead

Clinical Supervision: Speech and Language Therapist (SaLT) and Occupational Therapist (OT)

Operational / Managerial Supervision: Partnership Lead

Liaison with: Therapists, class staff, parents/carers, external professionals and pupils

Context

Stony Dean School is a specialist setting with an embedded therapeutic approach to education. Through our partnership provision, we support pupils with additional needs to successfully access mainstream education at the **Amersham School** through highly personalised therapeutic and educational support.

The Support Practitioner will work as part of a multi-disciplinary team to support pupils within a mainstream school settings under the direction of qualified Speech and Language Therapists and Occupational Therapists.

The role focuses on implementing Education, Health and Care Plan (EHCP) provision within the classroom environment, supporting pupils to access learning, communication, social interaction and sensory regulation throughout the school day.

This role combines elements of therapeutic support, inclusion practice and learning support. The post holder will play an important role in bridging specialist therapeutic approaches with mainstream educational practice, helping pupils access an inclusive, language-rich and regulation-supportive environment whilst supporting mainstream staff to embed universal therapeutic strategies into everyday teaching and pastoral practice. The successful candidate will work closely with the Partnership Lead, therapists and education staff to help pupils access an inclusive, communication-rich and regulation-supportive learning environment.

There may also be opportunities to provide support across Stony Dean School and other partnership provisions.

Mainstream Partnership Context

The Support Practitioner will primarily work within mainstream school environments as part of Stony Dean School's partnership provision. The role requires flexibility, collaboration and an understanding of how therapeutic approaches can be integrated within busy mainstream classrooms and wider school systems.

The successful candidate will support pupils to access the academic, social and sensory demands of mainstream education through a combination of direct pupil support, collaborative working with school staff and implementation of universal therapeutic approaches.

The role will also contribute to building staff confidence and capacity within mainstream settings by modelling therapeutic strategies, supporting environmental adaptations and contributing to staff training and coaching.

Main Purpose of the Role

To work under the guidance of qualified Speech and Language Therapists (SaLTs), Occupational Therapists (OTs) and the Partnership Lead to:

- Implement therapeutic and educational provision outlined within pupils' EHCPs.
- Support pupils to access learning within mainstream classrooms.
- Deliver therapeutic strategies and interventions within educational contexts.
- Promote pupils' communication, literacy, social interaction, emotional regulation and sensory access.
- Deliver and support targeted interventions, small group work and therapeutic activities.
- Contribute to the development of inclusive and therapeutic learning environments.

Main Duties and Responsibilities

Supporting Pupils

- Develop an understanding of the individual strengths, needs and support strategies of pupils being supported.
- Build positive, supportive and professional relationships with pupils, families and staff.
- Support pupils within lessons to access literacy, communication, social interaction and emotional regulation.
- Implement strategies and programmes designed by SaLTs and OTs within classroom and group settings.
- Support pupils to access sensory accommodations and environmental adaptations.
- Support pupils to develop independence, self-advocacy and participation within mainstream school environments.
- Model and facilitate positive social communication and interaction.
- Adapt communication and learning approaches to support pupil engagement and access.
- Promote the use of visual supports, communication strategies, sensory tools and regulation approaches.

- Support pupils during transitions, unstructured times and throughout the wider school day where appropriate.

Therapeutic and Educational Support

- Support the implementation of universal and targeted therapeutic approaches within mainstream educational settings.
- Model therapeutic approaches and strategies within classrooms to support staff confidence and consistency.
- Deliver interventions that support literacy, language development, communication, emotional regulation, sensory processing and social interaction.
- Support pupils to generalise therapeutic strategies across lessons, social situations and unstructured parts of the school day.
- Support the use of visual supports, task scaffolds, sensory accommodations, emotional regulation tools and communication-friendly approaches.
- Facilitate pupils' participation in classroom discussion, collaborative learning and peer interaction.
- Contribute to the development of inclusive classroom environments that reduce barriers to learning and participation.
- Work proactively with staff to identify strategies that support engagement, independence and access to learning.
- Deliver targeted therapeutic activities and interventions under the direction of therapists.
- Run small group interventions with an appropriate level of autonomy following agreed programmes and guidance.
- Support implementation of therapy recommendations within classrooms and across the school environment.
- Prepare therapy resources and learning materials.
- Provide feedback to therapists and the Partnership Lead regarding pupil progress, engagement and emerging needs.
- Contribute to observations and informal assessments as directed by therapists.
- Support the development of communication-friendly and sensory-supportive learning environments.

Partnership and Team Working

- Work collaboratively with mainstream school staff to embed therapeutic and inclusive approaches within everyday classroom practice.
- Contribute to a culture of inclusion and neurodiversity-affirming practice across partnership settings.
- Provide informal coaching and modelling for staff around communication strategies, sensory accommodations and emotional regulation approaches.
- Support and contribute to staff training opportunities linked to universal therapeutic approaches and inclusive practice.
- Assist therapists and the Partnership Lead in delivering training sessions, workshops or demonstrations for school staff where appropriate.
- Promote consistency of therapeutic strategies across classrooms and wider school environments.

- Work collaboratively with mainstream school staff to embed therapeutic strategies within daily practice.
- Support the Partnership Lead in developing inclusive and therapeutic approaches across the partnership provision.
- Contribute positively to multi-disciplinary working.
- Maintain effective communication with staff, therapists and families where appropriate.

Administration and Record Keeping

- Maintain accurate and timely records in line with school and professional guidance.
- Complete administrative tasks including preparing resources, filing, photocopying and organisation of materials.
- Support monitoring and organisation of therapy resources and equipment.
- Contribute to documentation and feedback related to pupil support.
- Maintain accurate, professional and contemporaneous records in accordance with GDPR, school policies, and relevant professional guidance from the Royal College of Speech and Language Therapists (RCSLT) and Royal College of Occupational Therapists (RCOT).

Policy and Service Development

- Participate in training provided by the therapy and education teams.
- Attend statutory and school-based training as required.
- Adhere to all school policies and procedures.
- Maintain awareness of safeguarding responsibilities and follow safeguarding procedures at all times.
- Contribute to the development of inclusive and therapeutic practice across the partnership provision.

Information Governance

- Maintain confidentiality in line with school policies and GDPR requirements.
- Adhere to professional guidance set by the Royal College of Speech and Language Therapists (RCSLT) and Royal College of Occupational Therapists (RCOT) where relevant.
- Maintain accurate and up-to-date records.

Freedom to Act

- Work independently within agreed programmes and guidance.
- Use initiative and problem-solving skills within the boundaries of the role.
- Adapt activities and approaches to meet the needs of pupils and classroom contexts.
- Demonstrate professionalism, flexibility and responsiveness within a dynamic school environment.

Communication and Working Relationships

- Liaise effectively with therapists, teaching staff and wider professionals.
- Attend regular supervision sessions with the Partnership Lead and therapists.
- Participate in appraisal and professional development processes.
- Undertake any other duties reasonably requested that are consistent with the nature and grade of the role.

Further Information and General Responsibilities

Health and Safety

- Take responsibility for the health, safety and welfare of self and others.
- Comply with all relevant health and safety procedures and guidance.

Confidentiality

- Ensure confidentiality is maintained at all times.

Data Protection

- Comply with the requirements of GDPR and Data Protection legislation.

Other Duties

- Undertake additional duties reasonably required in line with the responsibilities of the post.
- There may be opportunities and requirements for cross-site working within Stony Dean School.

Application and Recruitment Process

The appointment is for September 2026.

Key Dates

Application Deadline: 02 July 2026, Midnight

Interviews will be held: TBC

We reserve the right to appoint before the closing date.

The schools apply for an Enhanced Disclosure from the Disclosure and Barring Service (DBS) for all positions at the schools which amount to regulated activity. The role you are applying for meets the legal definition of regulated activity with children.

If you are successful in your application you will be required to complete a DBS Disclosure Application Form. Employment with the schools is conditional upon the schools being satisfied with the result of the Enhanced DBS Disclosure. Any criminal records information that is disclosed to the schools will be handled in accordance with any guidance and/ or code of practice published by the DBS. It is an offence for person barred from working with children to apply for this post.

Stony Dean School is committed to Equal Opportunities and welcomes applications from all sections of the community. Successful applicants will also be expected to keep up to date with annual safeguarding training, DfE guidance and School specific safeguarding information.

To formally apply you will need to complete the attached application form (CV's are not accepted but can accompany an application form) and send this to Rachel Franklin, HR & Compliance Officer at rfranklin@stonydean.bucks.sch.uk.

Stony Dean School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an Enhanced DBS Check with a check of the DBS Barred List.