

JOB DESCRIPTION

Creative Arts Psychotherapist with Art or Music preferred (NOS)

Reporting to:	Therapy Lead
Salary:	£44,101 - £49,447 per annum [TCES Clinical Band 2]
Location:	Remote (with agreed scheduled travel for training)
Contract:	Permanent, Full-time (Term-Time plus 2 weeks)

Purpose

Our expectation is that you will share our commitment to our Principles of Therapeutic Education and play a key role in actively ensuring they are embedded in everything we do within TCES.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictable (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Job Purpose

The TCES National Online School delivers therapeutic education virtually to pupils with complex co-morbid needs, including pupils with neurodiverse identities and emotionally based school avoidance (EBSA) which present barriers to them accessing mainstream school-based education.

The purpose of this role is to provide occupational assessments and interventions remotely to children and young people who access their learning hours through our online provision. The Arts Therapist, as part of the online therapy team, will support staff to deliver a therapeutic environment for all pupils. Additionally, the role will hold a caseload of children with significant trauma and adverse childhood experiences who require a more specific and bespoke input. The Arts Therapist will work closely with the online teaching team to meet the needs of the young people they work with and support them to engage in learning.

The Arts Therapist provides a specialised contribution to the clinical assessment and psychotherapeutic treatment, as part of a wider therapeutic offer to our pupils. They also advise on moderating the learning environment to support young people in reaching their full potential, creating a therapeutic environment by building a therapeutic understanding & culture through training, workshops and general promotion of therapeutic practice to all staff.

Main duties and responsibilities

Liaise closely with key colleagues, the multi-disciplinary clinical team and managers to provide an intensive online treatment service for a caseload of children enrolled within TCES National Online School.

Work with all pupils who have Arts Therapy assessment and intervention identified as a need on their Education, Health and Care Plan (EHCP) and to ensure that this is delivered effectively and in a timely way.

Engage pupils of TCES National Online School, many of whom have difficulties engaging in learning, in innovative, helpful, therapeutic and meaningful activities that will support them in engaging in learning and reaching their full potential.

Undertake highly specialised Arts Therapy assessment by identifying appropriate assessment tools that will support us to identify and understand the needs of the children and young people within TCES.

Engage pupils in innovative, helpful, therapeutic, and meaningful activity that will support them in engaging in learning and reaching their full potential.

To assess and manage the complex needs of the children and young people to support them in feeling safe and in engaging in group learning.

To provide a bespoke menu of strategies that can be used with individual young people to help to reduce their anxiety.

To provide specialised reports on Arts therapy provision for individual pupils outlining their attendance, engagement, expression and communication.

Encourage and support clients in creative artwork, involving the expressive use of movement and objects, using techniques such as improvisation, storytelling, play, role-play, myth, ritual, script work, and if appropriate, devising and presenting performances.

Encourage self-awareness, exploration and reflection on feelings and relationships.
Work with parents/carers, education, health, social care and other multi-disciplinary colleagues as appropriate to assess, design and develop evidence-based intervention and management plans to be implemented within the multi-disciplinary teams and within the child's family/home setting.

Contribute to the multidisciplinary risk assessment and management plan for individual young people and for specific activities/trips/visits.

Provide clear, concise written and verbal feedback suitable for a variety of audiences including the child, their parent/carer and a range of professionals.

Attend Group Process meetings with pupils and the multidisciplinary team, as required virtually.

Always maintain sensitivity to the emotional needs of clients/carers when imparting complex /distressing information regarding the nature of the client's difficulties and the impact on individuals and their families.

Monitor and evaluate pupil progress during interventions and to use appropriate outcome measures.

Maintain clear written records of all interventions ensuring compliance with GDPR.

Ensure that the confidentiality of pupils and their families is always maintained.

Take part in regular clinical discussions with staff and pastoral team.

Provide specialist advice, consultation and training to school staff as required. Ensure appropriate liaison with external networks, professionals, agencies, carers and parents.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

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PERSON SPECIFICATION

Education and Qualifications

Recognised Arts Therapy Degree Qualification or equivalent

Health Professions Council – Licence to Practice

Registered member of the BAAT or relevant equivalent

Evidence of successful completion of specialist short courses up to master's degree or equivalent

Knowledge and Experience

Minimum of 3 years' post-qualification experience, 2 of which are within the areas of Specialism as defined below:

- specialism as defined below: Pupils at high risk of sexualised behaviour
- Pupils with high risk violent and aggressive behaviour towards others
- Pupils exhibiting mental health issues Tier 3/4
- Pupil at high risk of sexual exploitation
- Pupils with significant substance misuse issues
- Pupils with significant gang related issues
- Pupils with school phobias – Tier 3/4 anxiety disorders – highly persistent long-term school phobic or deeply disengaged
- Young pregnant girls/highly vulnerable and or offending teenage girls and young mothers
- Pupils with complex offending behaviours
- High Risk pupils who are CLA returning from out of county placements
- High dependency pupils with a range of physical, psychological and healthcare needs

Substantial experience of working with highly complex and high-risk children with social, emotional and mental health difficulties (SEMH) and/or on the Autistic Spectrum.

A high level of experience of multi-disciplinary and inter agency working.

Knowledge of the principles of clinical governance/audit/research.

Skills and Ability

Ability to plan and organise own workload, working flexibly and creatively.

Ability to work collaboratively with colleagues to plan, evaluate, monitor and develop services.

Proficient communication, IT and interpersonal skills.

Developed negotiation and problem-solving skills in complex situations.

Effective time management and organisation skills required to plan and co-ordinate sessions

Ability to identify and assess risk when working with young people with challenging behaviour.

Excellent understanding of complex family issues and how these impact on young people's emotional development and school life.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES values.

February 2026