

JOB DESCRIPTION

Job Description: Family and Systemic Psychotherapist

Team: Great Minds Projects Team

Reporting to: Great Minds Clinical Lead / Director of Clinical Services

Salary: £55,683 - £60,639 (TCES Clinical Band 1)

Location: Hybrid working. Central Services will be the nominal office base, with home working available and travel to TCES school sites, the National Online School and external project settings as required.

Contract and hours: Permanent, full-time

Working pattern: Hybrid and flexible in line with service need

About Great Minds Therapy & Training Services

Great Minds Therapy & Training Services, part of the TCES Group, delivers specialist therapy, training and whole-system support across the UK, helping children and young people feel safe, understood and ready to thrive.

We support individuals facing barriers to education, including those with SEND, complex needs and Emotionally Based School Avoidance (EBSA), many of whom have experienced extended time away from learning.

Through integrated therapeutic support, expert training and partnership with schools and families, we strengthen wellbeing, rebuild engagement and create inclusive environments where young people can succeed

Job Purpose

This new role sits within the Great Minds Projects Team and has been created to support the development of new therapeutic education projects across TCES and beyond. The post-holder will provide high-quality family and systemic psychotherapy input across a varied portfolio of work, including pilot projects, training, consultation, clinical interventions and additional cover across TCES and the National Online School when required.

The role would suit a skilled and adaptable clinician who enjoys working across different contexts, shaping new services and bringing systemic thinking into schools, families, multi-disciplinary teams and project work. The post-holder will join a developing team, with opportunities to build broad experience across direct intervention, service development, consultation and training.

Main duties and responsibilities

- Provide family and systemic psychotherapy assessment, formulation and intervention for children, young people, families and networks linked to Great Minds Projects, TCES schools and the National Online School.
- Support the development and delivery of new Great Minds pilot projects, including therapeutic education offers, consultation packages, training programmes and clinical intervention pathways.
- Work flexibly across home working, Central Services, TCES school sites, NOS and external project settings according to project and service needs.
- Offer systemic consultation to education staff, therapy colleagues, senior leaders and external partners to support shared understanding of children and young people's needs.

- Develop and deliver training for school teams, families, professionals and project partners on themes linked to systemic practice, relational approaches, trauma-informed practice, SEND and therapeutic education.
- Provide additional clinical cover in TCES and NOS schools when required, including short-term intervention, consultation, assessment, report writing and staff support.
- Contribute to project planning, evaluation and review, including gathering feedback, reviewing outcomes and sharing learning from pilot projects.
- Maintain accurate, timely and confidential records in line with professional standards, GDPR and TCES policies.
- Work closely with the multi-disciplinary clinical team to support safeguarding, risk assessment and robust clinical decision making.
- Represent Great Minds professionally with families, schools, local authorities, partner organisations and other stakeholders.

This post offers the chance to be part of a growing area of Great Minds. The work will be varied and practical, with opportunities to contribute to new projects from an early stage, provide direct clinical input, support training and help schools and families think differently about need, relationships and intervention. It would suit someone who is clinically confident, curious, flexible and keen to develop experience across a broad range of therapeutic education work.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with the role and level of responsibility.

The post-holder is expected to observe and comply with all TCES policies and regulations, including safeguarding, Keeping Children Safe in Education, health and safety, equality and diversity, data protection and professional codes of conduct.

PERSON SPECIFICATION

Education and qualifications

- Postgraduate qualification in Family and Systemic Psychotherapy, or equivalent recognised qualification.
- UKCP registration and membership of the Association for Family Therapy and Systemic Practice, or eligibility to maintain the required professional registration.
- Evidence of continued professional development relevant to systemic practice, children and young people, SEND, trauma, safeguarding and multi-disciplinary working.

Knowledge and experience

- Experience of providing systemic assessment, formulation and intervention with children, young people, families and professional networks.
- Experience of working with children and young people with complex SEND, SEMH needs, autism, ADHD, trauma histories, attachment needs or other significant barriers to learning and participation.
- Confidence working as part of a multi-disciplinary team and contributing to shared risk assessment, safeguarding discussions and intervention planning.
- Experience of consultation, training or service development would be highly desirable.
- An interest in developing new services and working across varied projects, rather than in one fixed setting only.

Skills and abilities

- Ability to communicate complex clinical information clearly and sensitively to families, school staff, professionals and commissioners.
- Strong systemic formulation skills and the ability to apply these in education, family and project contexts.
- Ability to work independently while remaining connected to line management, clinical supervision and team processes.
- Good written communication skills, including clear clinical notes, reports, recommendations and project documentation.
- Flexible, reflective and confident working across online, school-based and community-facing contexts.
- Commitment to safeguarding, equality, diversity and inclusive practice.

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 Great Minds Values.