

# CANIDATE PACK

Creative Arts Therapist



Start date:  
ASAP

Location:  
South Gypsy Road  
Welling  
DA16 1JB

Part of

# Our Mission

Passionate about potential, we promise to realise the unique talents and abilities of the children and young people entrusted to London South East Academies Trust.

Ambitious for every child, we will work tirelessly to ensure that progression and their 'next step' is always in reach. We recognise and respect the diversity and strength that our different schools bring to our community, within the school and beyond.

Our mission is to create a network of outstanding schools that:

- Promote excellence
- Celebrate diversity
- Enable personal development and achievement
- Foster social value in their communities





# Our Vision

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools
- Maximise the strength of our diversity
- In areas of social and economic deprivation we will improve the life chances of children and young people
- We will actively challenge social inequality
- Create a diverse network of high performing schools



“

The Trust's commitment to improving outcomes for some of the most vulnerable children in Surrey has been impressive and continues to make a significant difference enabling these boys to achieve and thrive.

”

*Maria Dawes - CEO, Schools Alliance for Excellence*

# Job Description

**Job Title: Operational Behaviour Lead**

**Salary: H26 - H30 on the LSEAT Payscale**

**Hours: 15 hours per week over 39 weeks**

**Contact Type: Permanent**

## About the role:

This is a truly unique and rewarding opportunity to make a lasting difference in the lives of pupils at Aspire Academy Bexley. As a Creative Arts Therapist, you will play a vital role in creating a safe, expressive, and nurturing environment where every child can explore, heal, and thrive.

Through the use of creative and therapeutic approaches, you will support pupils in understanding and expressing their emotions, building resilience, and developing positive ways to cope with challenges. By working closely with staff and pupils, you will help remove barriers to learning, foster emotional wellbeing, and promote a culture of empathy, self-awareness, and personal growth.

At Aspire Academy Bexley, we offer a bespoke programme of continuous professional development throughout the year and have a strong track record of nurturing and developing staff at every stage of their careers.

This role would particularly suit candidates with experience in primary settings or specialist provisions who are confident supporting pupils with social, emotional and mental health (SEMH) needs, including those who may have faced challenges in mainstream education.

This is an excellent opportunity for professionals who thrive in a collaborative, supportive, and forward-thinking environment, and who are passionate about helping children build resilience, confidence, and a positive relationship with learning.

We are especially keen to hear from candidates who have experience in building strong, trusting relationships with pupils, supporting behaviour and engagement, and contributing to personalised approaches that enable every child to achieve success within a nurturing specialist setting.



# Job Description

## Purpose of the role:

The Creative Arts Therapist will deliver targeted therapeutic interventions to pupils with social, emotional and mental health difficulties and a range of additional Special Educational Needs (SEN).

The role will support pupils to develop emotional regulation, communication and resilience through creative therapeutic approaches, while contributing to whole-school SEMH understanding, data analysis and collaborative planning with staff, parents and senior leaders.

## Key Responsibilities:

- Deliver individual and small-group creative arts therapy interventions tailored to pupils' SEMH and SEN needs.
- Use creative modalities (e.g. art, play, movement, storytelling) to support:
  - Emotional regulation
  - Expression of feelings
  - Trauma processing
  - Social skills and self-esteem
- Adapt therapeutic approaches to meet the developmental and emotional needs of primary-aged pupils.
- Review and evaluate interventions to ensure they are purposeful and impactful.

## SEMH Data, Monitoring and Reporting

- Work closely with SLT to support the analysis of SEMH and mental health data at individual and whole-school level.
- Contribute to:
  - Individual pupil profiles
  - SEMH tracking
  - Therapeutic impact reviews
- Provide clear written and verbal feedback to staff and SLT on pupil progress and therapeutic outcomes.
- Feed into reports for professionals, meetings and reviews for individual children (e.g. EHCP reviews, inclusion meetings).



### Liaison with Parents and Carers

- Liaise sensitively and professionally with parents and carers, sharing appropriate information about therapeutic support and progress.
- Attend and contribute to meetings with parents as required.
- Support parents' understanding of children's mental health and SEMH needs, signposting where appropriate.

### Working with Staff and the Wider School Team

- Collaborate with teachers, support staff and behaviour teams to ensure therapy is well-integrated into school life.
- Provide professional insight to staff to support their understanding of pupils' emotional needs.
- Contribute to multi-disciplinary meetings, working alongside internal and external professionals where appropriate.

### Staff Development and Whole-School Mental Health Awareness

- Plan and deliver staff meetings and training sessions to:
- Promote awareness of creative therapies
- Develop understanding of mental health and SEMH needs
- Support trauma-informed practice across the school
- Contribute to the school's wider wellbeing and inclusion culture.

### Therapeutic Environment

- Create, maintain and manage a welcoming, safe and therapeutic space for pupils.
- Ensure therapy resources are well organised, accessible and appropriate to pupils' needs.
- Maintain confidentiality and safeguarding standards at all times.

### Professional Responsibilities

- Be an active member of the school community, contributing positively to its ethos and values.
- Attend supervision, CPD and relevant meetings as required.
- Work within professional ethical guidelines and school policies.
- Uphold safeguarding, confidentiality and data protection requirements.
- Undertake any other duties commensurate with the role.

### General:

- The school will provide regular line-management, peer supervision and subsidise external supervision
- To work across the Academy as directed by the Senior Leadership Team.
- To promote a high level of safeguarding understanding for all pupils.
- To carry out the duties and responsibilities of the post in accordance with Aspire Academy policies and relevant to health and safety guidance and legislation.
- To participate in performance management and undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required by SLT.
- To ensure that all services within the areas of responsibility are provided in accordance with Aspire Academy's commitment to high quality provision.
- At all times carry out the responsibilities of the post with regard to Aspire Academy Equal opportunity policies.
- Attend school-based meetings and complete relevant administrative tasks.
- Be physically fit and prepared to undertake positive handling training with all staff as required by the SLT.
- Be prepared to use, and support other staff, using positive handling techniques as a last resort in conflict management.



  
LONDON  
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# Our Values

## **SUCCESS**

Success is for all. We create a culture of continuous improvement, encouraging all learners and staff to strive to be better, and succeed.

## **TEAMWORK**

We work together to maximise the talent and abilities of all, with our learners central to every choice we make.

## **ACHIEVEMENT**

We have ambition for our learners and staff so that they can achieve and exceed with courage, resilience and determination, realising their own unique potential

## **RESPECT**

We empower our learners and our staff to be respectful, to value diversity and to maximise this as a talent and strength.

## **SERVICE**

Our purpose is to serve our learners and our communities. Leaders at every level serve with integrity, ensuring our learners achieve and progress in society.

# General Requirements

***Safeguarding: Demonstrate a clear commitment to safeguarding and promoting the welfare of children and young people, adhering to all policies and statutory guidance, and reporting concerns promptly in line with our procedures.***

***Equity, Diversity and Inclusion: Promote an inclusive culture that values diversity, ensures equality of opportunity, and challenges discrimination in all its forms.***

***Health and Safety: Take reasonable care for your own health and safety and that of others, complying with all relevant policies, procedures and risk assessments.***

***STARS Values: Consistently model and promote the our STARS values, contributing positively to our culture and reputation.***

***Sustainability: Support our commitment to environmental sustainability through responsible use of resources and sustainable working practices.***

# What We Offer:

- *Friendly, enthusiastic, delightful pupils and students who teach us something new every day*
- *A committed and caring staff team who support and develop each other*
- *A proactive and supportive SLT who are actively mindful of workload*
- *A collaborative approach to planning and problem-solving*
- *A comprehensive induction and an ongoing extensive CPD programme*
- *Opportunities to develop your skills and talents*
- *Small class sizes with high staff/pupil ratio*
- *Free parking on site*
- *Advantages of belonging to a multi-academy trust, e.g. discounts on gym and wellbeing services, access to free and confidential Occupational Health and Employee Assistance Programmes*
- *Free financial and mortgage advice for employees*
- *Excellent pension schemes, including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest*
- *Professional development, with access to high-quality training, leadership development, and career progression opportunities*
- *Employee Assistance Programme, providing free, confidential support*
- *Travel Support, with an annual season ticket loan and cycle-to-work scheme*
- *Wellbeing and Lifestyle Benefits, including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments*
- *Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.*

Attributes	Essentials	Desirable	Evidence
<p><b>Education, Training and Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Relevant recognised qualification in a Creative Arts Therapy (e.g. Art Therapy, Play Therapy, Drama Therapy, music therapy or equivalent).</li> <li>• Registration with, or eligibility for registration with, a relevant professional body (e.g. HCPC, BAPT or equivalent).</li> <li>• Evidence of ongoing professional development in mental health, SEMH and therapeutic practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working specifically in a primary SEMH, special or alternative provision setting.</li> <li>• Experience contributing to whole-school mental health strategy or wellbeing planning.</li> <li>• Experience delivering staff CPD or training related to mental health or therapeutic approaches.</li> <li>• Experience working alongside external agencies (e.g. CAMHS, therapists, family services).</li> </ul>	

Attributes	Essentials	Desirable	Evidence
<p>Experience and knowledge</p>	<ul style="list-style-type: none"> <li>• Proven experience delivering therapeutic interventions to children with social, emotional and mental health difficulties.</li> <li>• Experience working with children with a range of SEN, including neurodiversity, trauma-related needs and communication difficulties.</li> <li>• Experience delivering individual and small-group interventions aimed at emotional regulation, expression and resilience.</li> <li>• Experience contributing to multi-disciplinary work within a school or child-centred setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working in a primary SEMH or specialist provision.</li> <li>• Experience leading Team Teach training or acting as a Tutor.</li> <li>• Experience contributing to school improvement planning or policy development.</li> <li>• Knowledge of exclusion processes, reintegration planning and statutory guidance.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Experience of:  Providing clear feedback to staff and senior leaders  Contributing to reports and meetings for individual children (e.g. reviews, inclusion meetings)</li> <li>• Experience of liaising with parents or carers in a sensitive and professional manner.</li> </ul>		
<b>Attributes</b>	<b>Essentials</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Therapeutic Knowledge and Practice</b>	<ul style="list-style-type: none"> <li>• Strong understanding of child development, attachment theory and trauma-informed practice.</li> <li>• Ability to use creative and play-based therapeutic approaches to support emotional expression and regulation.</li> <li>• Understanding of professional ethical practice, confidentiality and safeguarding within a school setting.</li> <li>• Ability to evaluate the impact of therapeutic interventions and adapt practice accordingly</li> </ul>		

Attributes	Essentials	Desirable	Evidence
<p><b>Skills and Abilities</b></p>	<ul style="list-style-type: none"> <li>• Ability to contribute to the analysis of SEMH and wellbeing data at pupil level.</li> <li>• Experience feeding therapeutic insight into:               <ul style="list-style-type: none"> <li>Individual pupil profiles</li> <li>Progress reviews and reports</li> <li>Strategic discussions with SLT</li> </ul> </li> <li>• Ability to maintain accurate records in line with school policy and professional standards</li> </ul>		

Attributes	Essentials	Desirable	Evidence
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Calm, empathetic and emotionally resilient.</li> <li>• Reflective practitioner, open to supervision and feedback.</li> <li>• Flexible, adaptable and solution-focused.</li> <li>• Strong commitment to inclusion, equality and safeguarding.</li> <li>• Passionate about supporting children with SEMH needs to thrive.</li> <li>• Ability to create and maintain a welcoming, safe and therapeutic space for pupils.</li> <li>• Strong organisational skills to manage resources and therapy materials effectively</li> </ul>		

Attributes	Essentials	Desirable	Evidence
<p><b>Communication and Relationships</b></p>	<ul style="list-style-type: none"> <li>• Ability to build positive, trusting relationships with pupils.</li> <li>• Strong interpersonal skills enabling effective collaboration with:               <ul style="list-style-type: none"> <li>Teachers and support staff</li> <li>Senior leaders</li> <li>Parents and carers</li> <li>External professionals</li> </ul> </li> <li>• Confident written and verbal communication skills</li> </ul>		



# How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form please contact:

**Closing date:**

**Interviews:**

Part of

