



CANDIDATE PACK

Therapist



Start date:
September 2026

Location:
Avalon Road,
Orpington BR6 9BD



About Us

Bromley Beacon Academy (BBA) is a member of London South East Academies Trust, a MAT consisting of schools which are a mix of special, alternative and main stream provisions. BBA converted to academy status in February 2016 and is designated as a Social Emotional Mental Health (SEMH) school, located on three sites in the London Borough of Bromley, namely, Midfield (BTAM -KS1), Orpington (BBAO - KS2&3) and Bromley (BBAB - KS4&5) of Bexley.

At the Orpington campus (BBAO) we cater specifically for 7-13-year olds (Key Stages 2 & 3) with a hub at Bromley Trust Academy, Midfield for our Key Stage 1 pupils. The focus is on developing core skills of literacy and numeracy, whilst offering a broad range of other curriculum areas to provide real interest for our pupils.

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About the Trust

Our school is part of London South East Academies Trust - a multi academy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

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

Read more on the trust website:
LSEAT.co.uk



Bromley Beacon Academy strives to develop pupils who are responsible and respectful with a strong moral purpose. SMSC supports this development so that our pupils become life-long learners, who play constructive roles as citizens in our diverse and multi-cultural society.

Values

Relationship

Integrity

honesty

Trust

Teamwork

Job Description

Job title: Therapist (Creative Arts, Play, Psychotherapist / Integrative Counsellor)

Salary: H23 - H25 on the LSEAT Harmonised Payscale

Contractual Hours: Full-time

Contractual Weeks: 39 per year

Position Status: Permanent

An exciting opportunity has arisen for a robust and self-motivated therapist to join the current therapy team in supporting the therapy provision within the school, alongside supporting and sharing the lead on a whole-school approach to well-being.

The candidate will have capacity to work with an integrative evidence-based approach both directly and indirectly to meet the various needs of clients.

Experience, background or interest in a CBT approach alongside their modality is preferable. They will offer formal sessional work to support students, whilst working with staff and parents alongside promoting well-being through innovating whole school initiatives, advocacy and training/supervision for staff members.

The therapist will work independently within the school to manage their caseload and organise the caseload of trainee therapists and volunteer counsellors.

They will be supported by the larger therapy team (comprised of therapists from 6 SEMH schools and Alternative Provisions within the Trust), whose fortnightly meetings they will contribute to.

The candidate will report both to the Head Teacher and to their line manager.



Job Description

Client group:

- Young people aged 7-13 who have SEMH needs and an EHCP. The focus will be on referrals from identified priority groups, including: Looked After Children, children presenting with Emotionally Based School Avoidance (EBSA), vulnerable students, Child Sexual Exploitation, those experiencing bullying, young carers, those affected by loss/bereavement/parental separation, children who are anxious/depressed or display other emotional challenges, those displaying behaviour management problems/conduct disorder, those experiencing deprivation etc.
- Priority for therapeutic intervention will be given to those with the greatest levels of presenting need, where consent and motivation criteria are met. Referral criteria will be agreed with the safeguarding leads and/or line manager to ensure interventions are prioritised for the most vulnerable and clinically appropriate pupils.
- Work with adults (parents/carers and staff) will be required within the role and the therapist will be able to refer to external services.



General:

- The school will provide regular line-management, peer supervision and subsidise external supervision.
- The post holder will take direction from the Senior Leadership Team as appropriate.
- Peer support from therapists across the trust will be provided on a regular basis.
- An induction and an online training which provides policy and guidance documents will be available.
- Complete online CPD trainings as necessary, in a timely fashion.
- Staff will be expected to participate in service promotion and development. This may involve their name and identifying details, including photographs, being included in promotional material.
- Additional expenses will be claimed through the school as agreed by the Head Teacher.
- Access to a computer which is linked to the Trust or School Network and configured to Bromley security standards will be provided.
- Safeguarding training will be provided and updated on a regular basis.

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Main duties:

1. Being involved with the delivery of the therapeutic service in the school and across the Trust, working with colleagues to promote the service, liaising with and promoting it to school staff and other stakeholders.
2. Building, maintaining and modelling good, effective working relationships with the Head Teacher, management teams and staff in the schools. Participating in inter-departmental meetings, including participating in SLT meetings and ensuring regular contact with Safeguarding and Behaviour Teams.
3. Holding responsibility for the therapeutic culture at the school; psychoeducation through regular CPD training, modelling good practice and delivering a robust programme of wellbeing activities and resources to support the whole staff team.
4. Carrying a caseload of young people (aged 7-13) at any one time and organising the caseload of trainee therapists/counsellors and communicating this to staff.
5. Ability to form part of the assessment program for determining if short and medium term evidence-based individual interventions are more suitable for clients as opposed to long term therapeutic programs in various school settings. Duration of interventions are assessed regularly by the therapist, dependent on any difficulties with engagement/relationship building and awareness of other or multiple issues.
6. Delivery of group interventions where appropriate.
7. Working pro-actively across schools in the Trust to advance the targets of the Therapy Service to create impact throughout the school system from senior management, policy and school environment to clinical and practical approaches.
8. Attending/contributing to referral and planning meetings with school staff and other agencies as necessary for pupils who pose management difficulties that are linked to mental health problems and where these difficulties are not resolvable through normal school procedures.
9. Taking a pro-active approach to ensuring safeguarding concerns are raised appropriately, and contributing to CAF/safeguarding processes and meetings.



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10. Ensuring that all casework records are kept confidentially and in line with GDPR, professional standards/guidelines and safeguarding procedures.
11. Working with other professionals to ensure that the therapeutic input is appropriate to the needs of the client group, and that all therapeutic services follow the evidence base.
12. Joint management of the Therapy Team budget.
13. To help develop and promote good mental health and well-being across the Trust.
14. To lead delivery on Social Emotional Mental Health evaluation of all students each term utilising a specific computer software. To promote SEMH as a component of school curriculum and support management of teacher-based deadlines regarding these areas.
15. Oversee SEMH analytics for individuals and the whole school. Gather and present data on the development of SEMH progress, and design interventions to support ongoing Therapy Strategy and areas for growth.
16. Monitor the achievements of the Therapy Team according to the Trust-wide Therapy Strategy, and identify ongoing needs for development.
17. To liaise with external services such as CAMHS as a component of good practice, and ensure regular two-way communication, support and guidance.
18. To lead on and identify staff training needs where appropriate on Mental Health and Wellbeing topics.
19. To undertake whole school staff team CPD as required.
20. To offer peer supervision on a roster.
21. Any other duties as required by the evolving nature of the therapy provision (primarily initiating and leading the school in the evolving and expanding nature of the therapy and wellbeing service, attending multi-professional team meetings and other forums).



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The therapist will also be responsible for holding occasional crisis sessions and staff supervision/support as well as facilitating a drop-in parent/carer support group.

They will share the lead with therapy team members on Mental Health and Wellbeing within the school to influence policy and practical support.

The appointed therapist will have the flexibility to use a range of interventions, as specified by the evidence base, to support a spectrum of emotional and behavioural needs. The therapist's approach will need to be tailored to suit the often immediate needs of individual young people while remaining within the capabilities of the practitioner. It is expected that interventions will include cognitive-based work, creative techniques and supportive and exploratory counselling and psychotherapy. All interventions will need to take into account the dynamics of school, work via external agencies and home life.

The approach used by the therapist should be consistent with a relevant professional body accredited by the Professional Standards Authority, for example:

- British Association for Counselling and Psychotherapy (BACP) Ethical Framework, and specifically BACP's Good Practice Guidance for Counselling in Schools.
- Professional requirements of the Health & Care Professions Council (HCPC).
- Evidence base contained within the DCSF guidance ('using the evidence to inform your approach – a practical guide for head teachers and commissioners').

The exact nature of the therapeutic work will depend on the presenting issues, and on the theoretical orientation of the post holder; work will be evaluated on a termly basis, but may be extended depending on factors such as the degree of engagement/clinical need/likelihood of CAMHS involvement etc. Any group interventions would also be consistent with the above approaches.



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
- Excellent Pension Schemes - Including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest.
- Professional Development - Access to high-quality training, leadership development, and career progression opportunities
- Employee Assistance Programme - Providing free, confidential support.
- Travel Support - annual season ticket loan and cycle-to-work scheme.
- Well-being and Lifestyle Benefits - including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments.
- Free Onsite Parking - available at our schools.
- Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.



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 view our vacancies page [here](#).

**Closing date: 12th June
2026**

Interviews: TBC

