

## **Counsellor/CBT/Arts Therapist (BACP/HCPC) – Maternity Cover**

### **Bromley Trust Academy – Hayes Campus**

#### **SEMH School Provision**

Bromley Trust Academy Hayes is a specialist provision for students aged 11-18 who are at risk of being, or have been, permanently excluded from school. The school is part of the London South East Academies Trust, a multi-site Alternative Provision and Special Academy predominantly supporting children and young people aged 5 -18 with an Education, Health and Care Plan, detailing their SEMH needs.

An exciting opportunity has arisen for a robust and self-motivated therapist/counsellor to join the current wider therapy team in managing 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. They will offer formal sessional work to support students, 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 caseload of trainee. They will be supported by larger therapy team (comprised of therapists from the 10 SEMH provisions within the Trust), which they will contribute to weekly. The candidate will report both to the Head of School and to their line manager.

Candidate will be required part time, 3 days per week.

**Location:** Bromley Trust Academy, Hayes Lane, Bromley BR2 9EA

**Start Date:** 1<sup>st</sup> September 2025

**Contract Status:** Part Time 0.6

**Salary:** Full time equivalent £32,287 to £36,312 (3 days per week term time only equates to a salary from £16,272 pa.)

**Supervision:** Half termly peer supervision with a diverse Therapy Team. A contribution towards additional external supervision is paid for by the organisation.

**Application:** Please submit the attached job application responding to the Job Specification below, including a personal statement, professional qualifications and employment history that meets the requirements of the role by **interviews week commencing 7<sup>th</sup> July 2025**

**Application to be sent to:** [SBMBromley@lseat.org.uk](mailto:SBMBromley@lseat.org.uk)

For questions, please contact Co-Therapy Lead, Kate Brooks at T: 020 8308 9620

### **Context and Job Description**

**Job title:** Counsellor/Arts Therapist & Mental Health and Wellbeing Lead

**Contract:** part time maternity cover

**Hours and days:** Part time – 3 days a week, one of these days should be a Wednesday, 8.00am – 4.30pm. Post extends through school holidays (13 weeks holiday per year) when the therapist will not be required onsite. Some non-client psychoeducational work may be required periodically. Some days may require a variable start and/or finish due to supervision and whole staff meetings.

**Holidays:** Holiday dates run in line with school holidays with an additional week in November (13 weeks total p.a).

**Location:** Bromley Trust Academy, Hayes Lane, Bromley BR2 9EA. The school is a member of a group of 10 SEMH and special Alternative Provision schools. The therapy provision is well established across the Trust. The development of the therapy and well-being service within the school is as a component of a Trust wide Therapy Team, with the Trust Therapy Team being accredited as an area of excellence as part of Challenge Partners Network.

The school's therapy room includes a desk/office space and lockable filing cabinet. If there is a requirement for off-site therapeutic work, it will take place within schools and community venues as appropriate in organised therapeutic rooms or centres.

**Accountability and reporting:** The post holder is ultimately accountable to their individual Head of School.

**Start-date:** September 2025

**Disclosure and Barring Service Certificate:** Due to the nature of the work this post will be subject to an enhanced DBS check.

**Accreditation:** Therapists must be accredited with a relevant professional body that in turn is accredited by the Professional Standards Authority under the Accredited Voluntary Register Scheme.

**Approach / Interventions:** The therapist will deliver formal short, medium or long-term therapeutic interventions to young people aged 11-18 referred through the school referral process. Small group work or psychoeducational work may be required where appropriate.

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 issues. 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.

### **Client group**

Young people aged 11-18 who are at risk of being, or have been, permanently excluded from school. The focus will be on referrals from identified priority groups, including: Looked After Children, poor attendees, 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 disturbances, 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 site 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.

**Caseload:**

The candidate will be responsible for a caseload consisting of weekly client sessions with students, that may also include sessions with staff, ad hoc drop-in sessions as necessary, supporting and promoting wellbeing throughout the school community.

**Main duties:**

The duties and responsibilities of the post will include:

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 13-18) and parents/carers 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.
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).

### General:

- The school will provide regular line-management, monthly 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 half termly 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.

### Person Specification

Qualifications	Essential	Desirable	Application Form	References	Interview
Educated to degree level with an accredited qualification in Counselling / CBT / psychotherapy	✓		✓		✓
Membership of BACP	✓				✓
Membership of professional body e.g. BAAT, BAMT BADth, UKCP	✓				✓
Experience					

At least 1 year's post-qualification experience working with Social and Emotional Mental health/ adolescents from vulnerable demographics	✓				✓
Experience of working with young people with challenging behaviour	✓				✓
Experience of delivering therapy both with young people and adults (staff sessions)	✓				
Experience of delivering training to staff		✓			✓
Experience or interest in CBT approach		✓			✓
Experience using evaluative data systems to monitor, track and analyse student progress		✓			✓
<b>Knowledge and Understanding</b>					
An understanding of Safeguarding and child protection in schools	✓				✓
Evidence of on-going CPD related to therapy	✓				✓
An understanding of health and safety and confidentiality	✓				✓
<b>Skills</b>					
Clear written and spoken English	✓				✓
Good numeracy and literacy skills	✓				✓
Good clinical report writing skills	✓				✓