



**A learning & caring community  
where individuals are valued**

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## **Job Description**

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- 1. Job Title:** Therapeutic Arts Practitioner/Counsellor (Registered Professional)
- 2. Responsible to:** Creative Therapy Team Lead/ Head of Health and Therapies

### **3. Role Summary**

The primary purpose of this role is to ensure that students have suitable access to Therapeutic Arts provision appropriate to their needs. The role includes assessing, planning, implementing and evaluating programmes of support for specified students in collaboration with other professionals, as well as training and advising colleagues on appropriate therapeutic creative processes for individual students.

You will foster the creative process through artistic self-expression, enabling children and young adults to engage in a process of self-discovery aimed at helping them resolve conflicts and difficulties, develop interpersonal skills, learn to manage their behaviour, expand their range of emotional experiences, and increase their self-esteem and self-awareness.

The post holder must be a registered practitioner with either the **BACP, BAAT or HCPC**.

The Sheiling Ringwood is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment.

This post constitutes 'regulated activity' as set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012. Consequently, an enhanced DBS (Disclosure and Barring Service) Certificate and Children's and Adults' Barred List checks will be required.

### **4. Summary of Duties and Responsibilities:**

#### **4.1 Therapy**

- a. On admission to The Sheiling Ringwood, gain all relevant information pertaining to the student.
- b. Provide assessments for students who have been referred for Therapeutic Arts and/or Counselling.
- c. Be available as a resource for The Sheiling Ringwood to consult and advise on the care and support of students with therapy needs from a wellbeing perspective.

- d. Provide written reports to contribute to each student's assessment and annual and transitional reviews of their Education, Health and Care Plan (EHCP), and attend review meetings when requested to do so.
- e. Maintain case and therapy records for each student, including assessment information, details of interventions offered, documentation of therapy sessions, therapy aims and objectives, and any relevant case notes or reports as required.
- f. Contribute to the student's Positive Engagement Plan (where relevant).
- g. Contribute to multidisciplinary team meetings.

#### **4.2. Training**

Liaise with the HR team, provide introductory information and training to new staff relating to Arts Counselling, and contribute to the INSET training of current staff when requested.

- a. Identify relevant training needs of day and residential staff working within The Sheiling Ringwood.
- b. Support the ongoing development of confidence, knowledge, skills and expertise among colleagues working with students who have complex needs.
- c. Provide an overview of Arts Counselling to staff and teachers.

#### **4.3 Management**

- a. Identify equipment and resources required to support Arts Counselling within an agreed budget.
- b. Contribute to The Sheiling Ringwood Therapy Team Development Plan.
- c. Provide annual data regarding service provision and allocation.
- d. Contribute to audits as requested.

#### **4.4 Clinical Professional Development**

- a. Maintain registration with the appropriate professional body and undertake the minimum required level of Continuing Professional Development (CPD) to retain professional registration.
- b. Identify personal training needs with a professional adviser and/or registered supervisor, and access clinical supervision and peer review.
- c. Attend staff meetings and participate in training provided by The Sheiling Ringwood as requested.

#### **4.5 Accountability**

The Arts Practitioner will receive ongoing support from a registered supervisor in accordance with the best practice recommendations of the profession.

The post holder will satisfy the requirements of the relevant regulatory body for registration (**BACP/BAAT/HCP**) through ongoing CPD, which is recorded and available for audit.

## 5. Additional duties and responsibilities:

Undertake, with appropriate professional care, any other reasonable tasks, duties and responsibilities that further the aims and objectives of The Sheiling Trust.

The Sheiling Ringwood retains the right to modify or change the duties and responsibilities of the position, as well as those of the holder, at any time based on the needs of its charitable operations.

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### Person Specification – Therapeutic Art Practitioner

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| Criteria                                     | Essential                                                                                                                                                                      | Desirable                                                                                                                                                                                                                                                     | Assessment method(*) |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Qualification, Education and training</b> | Registered member of appropriate awarding body.<br><br>Diploma or Degree in Arts Counselling.<br><br>Trained in the use of Anthroposophical Arts Counselling.                  |                                                                                                                                                                                                                                                               | D                    |
| <b>Knowledge</b>                             | Experience and knowledge of Arts Counselling.<br><br>Knowledge of the legislative framework for practicing therapists.<br><br>Principles of Safeguarding.                      |                                                                                                                                                                                                                                                               | I                    |
| <b>Experience</b>                            | Relevant prior experience.<br><br>Experience of writing professional reports.<br><br>Experience of detailed planning, assessment, recording and reporting on individual basis. | Experience of working in an SEN environment.<br><br>Experience of positive behaviour support strategies.<br><br>Experience of working in a multi-disciplinary team.<br><br>Rudolf Steiner/Curative Education experience.<br><br>Delivering training sessions. | AF & I               |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |        |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------|
| <b>Technical skills</b>        | <p>Ability to use observation, informal and formal assessment methods.</p> <p>Good Level of IT skills in Outlook, Works and Excel.</p> <p>Good written English.</p>                                                                                                                                                                                                                                                                                                                                     |  | AF/T/I |
| <b>Interpersonal skills</b>    | <p>Interest in and empathy with children and young adults with severe, complex and moderate learning difficulties and disabilities.</p> <p>Communicates effectively and appropriately with people who may have widely differing levels of communication abilities.</p> <p>Able to establish and develop effective and productive relationships with students, colleagues and parents.</p>                                                                                                               |  | I      |
| <b>Motivation and aptitude</b> | <p>Demonstrable suitability to work with children and young adults with complex support needs.</p> <p>Patient and calm particularly at times of pressure.</p> <p>Offers creative solutions.</p> <p>Seeks out constructive ways to resolve problems, conflict or differences in professional judgement.</p> <p>Provides a positive role model for students and less experienced peers.</p> <p>Resilient to periods of high/demanding emotional intensity.</p> <p>Demonstrable commitment to own CPD.</p> |  | I/R    |
| <b>Other</b>                   | <p>Full driving licence.</p> <p>Physical capacity to react quickly in response to emergency situations (kneeling, running or similar).</p>                                                                                                                                                                                                                                                                                                                                                              |  | I/R    |

**(\*) Assessment method**

AF - Application form  
T - Test  
I - Interview  
D - Documentary evidence  
R - Reference