



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

Job Description

- 1. Job Title:** Eurythmy Therapist
- 2. Responsible to:** Therapy Team Leader/ Head of Health and Therapies
- 3. Role Summary**

The primary purpose of this role is to ensure that both school and college students with learning disabilities, some of whom present complex needs, have suitable access to Eurythmy Therapy. The role includes assessment, planning, implementing and evaluating programmes of Eurythmy Therapy for specified students in collaboration with other professionals.

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 posts constitute 'regulated activity' as set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012 as a consequence an enhanced DBS (Disclosure and Barring Service) certificate and Children and Adults Workforce Barred check will be required

Comment: This was previously under heading 2 'Responsible to:' And then heading 3 followed. To me it does not belong here, rather under heading 2 or heading 4 'Duties and Responsibilities'.

4. Summary of Duties and Responsibilities:

4.1 Therapy

- a. To gain all possible information of the students identified for Eurythmy Therapy by the MDT therapy team, Anthroposophical Doctor and other professionals. Creating appropriate therapy and assessment plans (on our secure online system) for the students who will receive therapy sessions. Communicate the plan, usually via email, with the parents/carers/teachers.
- b. Identify therapeutic strategies as appropriate, working creatively and therapeutically with various individual students in a therapeutic setting; this may involve offering a session within their class or house. Sometimes it may include practising and working together with Education and Care staff.
- c. To keep therapy case notes for each student containing assessment information, detail of the intervention offered, records of therapy aims and objectives and any relevant-notes (via our secure online system).
At the end of a therapy block of sessions to write a report (on our secure online system) to send to parents/carers, teacher and/or care manager.

- d. To provide written reports to contribute to each student's assessment, annual and transitional reviews of their Education, Health and Care Plans and to be available to attend review meetings when requested to do so.
- e. To contribute to multi-disciplinary working and meetings by sharing ideas, expertise and good practice within the therapy team, as well as with education and care teams
- f. To 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.
- g. Where appropriate contribute to the content of students individual Positive Engagement Plan

4.2. Training

In liaison with the HR team, to provide introductory training to new staff in Eurythmy Therapy and contribute to the inset training of current staff when requested.

- a. To identify the relevant training needs of day and residential staff working within The Sheiling Ringwood in respect to the level of understanding of eurythmy therapy
- b. To initiate and implement training for staff and/or parents aimed at practising specific eurythmy exercises at home or in the house with an individual student.

4.3 Management

- a. To maintain and care for the Eurythmy therapy space and materials.
- b. To identify equipment and resources required to implement Eurythmy Therapy service across The Sheiling Ringwood within an agreed budget.
- c. To support and liaise with other members of the Health and Therapy Team as agreed.
- d. To contribute to The Sheiling Ringwood Therapy Development Plan.
- e. To provide data annually regarding service provision and allocation.
- f. To contribute to audits as requested.

4.4 Clinical Professional Development

- a. To be registered with appropriate professional body and undertake at least the minimum required level of CPD (Continuing Professional Development) to maintain this statutory registration.
- b. To identify personal training needs with professional advisor and/or registered supervisor and access clinical supervision/peer review.
- c. To attend staff meetings and partake in training provided by The Sheiling Ringwood as requested.

4.5 Accountability

The post of Eurythmy Therapist will be supported by a registered supervisor on an ongoing basis in line with good practice recommendations of the profession.

To satisfy the requirements of the regulatory body for Registration through on-going CPD which is recorded online through a CPD Diary open to audit.

5. Additional duties and responsibilities:

Performing with appropriate professional care any other tasks, duties and responsibilities within reason that further the aims and objectives of the Sheiling Trust.

The Sheiling Ringwood reserves the right to vary or amend the duties and responsibilities of the post and the post-holder at any time according to the needs of its charitable business.

Person Specification – Eurythmy Therapist

Criteria	Essential	Desirable	Assessment method(*)
Qualification, Education and training	Diploma in Eurythmy and Eurythmy Therapy Registered member of appropriate awarding body	Certificate in Eurythmy Therapy from the Medical Section Goetheanum Dornach (required for therapy) and/or MA in Eurythmy Therapy	D
Knowledge	Sound knowledge of Eurythmy Therapy principles and indications Knowledge of the legislative framework for practicing therapists Principles of Safeguarding Anthroposophical approach	Experience in delivering Eurythmy Therapy	I
Experience	Experience of writing professional reports Experience of detailed planning, assessment, recording and reporting on individual basis	Relevant prior experience Experience of working in an SEN environment Experience of positive behaviour support strategies Experience of working in a multi-disciplinary team Rudolf Steiner/Curative Education experience Delivering training sessions	AF & I
Technical skills	Ability to use observation, informal and formal assessment methods Good/Fair Level of IT skills in Outlook, Word and using online system to record therapy notes	Total Communication Familiar with Excel	AF/T/I

	Good written English		
Interpersonal skills	Interest in and empathy with children and young adults with severe, complex and moderate learning difficulties and disabilities Communicates effectively and appropriately with people who may have widely differing levels of communication abilities Able to establish and develop effective and productive relationships with students, colleagues and parents		I
Motivation and aptitude	Demonstrable suitability to work with children and young adults with complex support needs Patient and calm particularly at times of pressure. Offers creative solutions Seeks out constructive ways to resolve problems, conflict or differences in professional judgement Provides a positive role model for students and less experienced colleagues Resilient to periods of high/demanding emotional intensity. Demonstrable commitment to own CPD		I/R
Other	Physical capacity to react quickly in response to emergency situations (kneeling, running or similar) Be willing to support students with behaviours of concern	Full clean driving licence Interest in the cultural and festival life of the Sheiling Willingness to be involved with the artistic contributions of festival life	I/R

(*) Assessment method

AF - Application form

T - Test
I - Interview
D - Documentary evidence
R - Reference