

**Linden Lodge School**  
**Creative Arts Therapist / Child Therapist**

Education and Training			
Essential Criteria		Desirable Criteria	
Relevant Masters / Postgraduate qualification		Member of Association Clinical Interest Group(s)	
Registered member of relevant professional body and registration body.		Evidence of CPD in areas relevant to the post	
Knowledge of Microsoft Office			
Literacy and Numeracy qualifications			
Achievements and Experience			
Essential Criteria		Desirable Criteria	
Post qualification experience in a clinical role		Experience of collaboration with other professionals and joint working using a variety of flexible approaches	
Experience of working with children and young people with learning disabilities, including complex developmental/physical/behavioural/sensory and emotional needs.		Experience of working with children with a visual impairment.	
Experience of working and contributing effectively within a child-focused multi-disciplinary team.		Experience and interest in working with families.	
Experience of working within a school, or similar setting.		Knowledge of communication systems (AAC) used to communicate with people who have limited verbal communication skills	
Understanding of the roles within the Creative and Therapeutic Arts Team.		Experience/knowledge of outcome measures within the Creative Arts field.	
Knowledge/ understanding of issues that CYP with disabilities may face		Experience of providing relevant training for staff and professionals.	
Experience of completing reports for relevant meetings (Annual reviews/TAC/CIN etc).		Experience of managing/supervising trainee therapists.	
Exceptional awareness of the principles of safeguarding and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people		Awareness / completion of relevant behavior training (e.g. Team Teach, PBS).	
Skills & Abilities			
Essential Criteria		Desirable Criteria	
Ability to work flexibly and apply appropriate models of working, responsive to the needs of each young person		Knowledge of family work and principles of systemic practice.	

Ability to work effectively as part of a team		Experience of working with children and young people who have experienced developmental trauma.	
Ability to work independently and manage own caseload.		Knowledge and understanding of a range of therapeutic approaches.	
Ability to communicate effectively within the clinical setting and to identify and assess risk accordingly		Experience of delivering training courses or presentations, such as inset day training or information days, for school staff, multi-disciplinary team and families	
Excellent verbal and written communication skills		Additional training in the field of therapy/SEN/child development.	
Ability to effectively implement the school's equal opportunities policy in all areas of work.		A willingness to work therapeutically with a range of creative mediums	
Knowledge of relevant policies/codes of practice and awareness of relevant legislation in relation to health and safety, and safeguarding		Confident in providing support for pupils who present with behaviours of concern	
Ability to work effectively with all stakeholders			
Ability to communicate effectively with families / carers, team members, Management and external agencies			
Ability to summarise and record information in a way that can be readily understood by others.			
Able to work on own initiative and demonstrate the ability to make decisions			
Provide specialist knowledge and work in partnership with staff and senior leaders to contribute to the school's whole school approach to Mental Health and Wellbeing.			