

Applicant
Information Pack



TCES

**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING



“

Pupils arrive at the school having experienced significant challenges; some have not attended formal education for prolonged periods of time. As a result of good teaching and care, pupils settle quickly and make good progress in most subjects, including English and mathematics.

East London Ofsted report, July 2018

“

Pupils respond well to the ‘never give up’ attitude they receive from caring staff. Passionate leaders and committed staff ensure that pupils are safe and busy. Pupils learn life skills and how to stay healthy. Pupils enjoy off-site sporting activities such as swimming, athletics and football.

*North West London Ofsted report,
December 2019*

“

The school offers an exceptionally broad and exciting curriculum, adapted to meet the individual needs of pupils. Staff, including therapists, ensure that pupils discover a joy of learning. Pupils learn independent skills, to prepare them well for adult life.

*North West London Ofsted report,
December 2019*

“

The personal development and welfare of pupils is a strength of the school. Staff work effectively with therapists and external agencies to support pupils. As a result, most make strong social and emotional progress from their starting points.

East London Ofsted report, July 2018

WELCOME FROM THE CHIEF EXECUTIVE

Thank you for your interest in The Complete Education Solution (TCES). We are delighted that you see us as a place where you want to work and feel you can have a positive impact and 'make a real difference'.

As we enter our 21st year, our Board of Governors and Commercial Board as well as our Senior Management Team are all proud of the success that TCES has achieved.

We want to look back at the past decade with pride over many accomplishments and successes, but we equally feel it is time to move forward into the next decade with a renewed energy and sense of purpose.

The education world is currently in flux and we recognise that there will be many challenges ahead in delivering the provision of high-quality education, health and care to some of the most complex and vulnerable children and young people in society in an ever-changing education market.

What has made our schools and services successful over the past two decades is a strong set of values, a clear function and purpose and an amazing staff team who epitomise and live these values daily.

We are particularly proud of their 'never give up' attitude which has ensured that we hold a very proud record over the past 20 years of never permanently excluding a single one of the 3000 plus pupils we have worked with.

We are privileged to work with such gifted and talented pupils, and success for our pupils at TCES is multi-faceted. If our pupils leave a TCES school with a wide range of qualifications and accreditations based on

their hard work and abilities, and can foster a positive sense of lifelong learning, then we can feel a real sense of achievement.

However, more than that, a significant part of our roles at a TCES school is that we must help our pupils when they leave us to make and sustain long term appropriate relationships and to have an ability to manage in future groups at work, training or further education.

Thank you for your interest in TCES. Together with our colleagues, we look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Please ensure that in your application you detail how your knowledge, skills and experience address the criteria listed on the person specification and job description. You may give any evidence either in the personal statement section of the application form or in a separate letter.

We look forward to hearing from you.

Yours sincerely



Thomas Keaney
Chief Executive &
Chair of
Governors



JOB DESCRIPTION

Therapeutic Integration Practitioner

Reporting to	Referral and Integration Manager
Location	TCES Create Learning
Contract and hours	Term time only

Job Purpose

Therapeutic Integration Practitioner (TIP) is a key role in the induction and integration process for young people starting at TCES Create Learning.

The TIP will work closely with the Referrals & Integration Manager, to implement all integration plans through working collaboratively with the interagency team and Therapeutic Educational Practitioners (TEP) on a day-to-day basis. This is to ensure that TCES Create Learning provides an environment in which young people can thrive and reach their full potential from isolation to independence through the delivery of a joined-up programme of interventions based on the TCES 5-part curriculum.

During a young person's integration phase, the TIP works alongside teaching and learning, inclusion specialists and therapists to achieve a pupil's therapeutic education goals and will hold a case load supervised by the Referrals and Integration Manager and designated Therapist/Teacher.

TIPs use the TCES 10 Therapeutic Principles and a person-centred approach, holding TCES values at the heart of their work. TIPs will also be expected to build strong therapeutic relationships and work with new learners to begin accessing a range of sessions including individual, group, class-based sessions.

Main duties and responsibilities

To support new young people in working towards a 'step down destination', of accessing 25 hours of learning and/or group learning within the allocated timeframe agreed in the integration plan.

To support young people who are accessing group learning at the hub with working towards various stepdown destinations, including integrating into TCES schools and/or external educational establishments.

Provide TEPs with a day-to-day support by 'signposting' to the appropriate members of the Teaching and Learning and the Clinical and Inclusion team for support.

Attend weekly Referral and Integration meetings to provide regular updates on caseload of young people on integration plans.

To undertake induction of new young people.

Gather parent/carer and young people's views.

Create individualised timetables in consultation with parent/carer/young person.

Identify venues for community-based learners, e.g. libraries, community centres.

Liaise with the Teaching and Learning Team to complete baseline assessments.

Complete referrals to the Clinical and Inclusion Team for assessments.

Initiate Individual, Education, Pathways, Behaviour Plans.

To attend external/internal meetings with the team around the young person.

Assist the Therapists of all disciplines to engage young people with bespoke, person-centred therapy programmes as part of the integration plan.

Monitor and report to the inclusion team the integration needs of the young people.

Coordinate, monitor, and support the integration process around the pupil to best implement the various Teaching and therapeutic strategies involved with a young person.

Work in a multi-disciplinary team, closely working with form tutors, subject teachers, therapists, PCCs, SLT, Therapeutic Education Practitioners and other professionals involved.

Developing relationships with parent/carers/families and other professionals involved.

To effectively handover strategies and materials and required to support the young people to the wider staff team.

Ensuring that all paperwork is updated in a timely fashion – these may include assessment scoring, risk assessments and integration plan.

To maintain awareness of and commitment to the Health and Safety needs of all those with whom there is contact with, including first and foremost the young people.

To maintain a commitment to working with diversity and to undertake all work practice in an anti-oppressive and anti-discriminatory way.

To help to provide a safe and nurturing learning environment within the school and the community.

To model appropriate interactions with young people to support staff with implementing strategies that will help them to manage behaviour effectively.

Ensure that young people are helped to understand the TCES Complaints Procedures and their right to remain free from harm.

To maintain strong working relationships with a range of external agencies and community groups as appropriate.

Maintain and model good personal and professional boundaries and conduct with all external agencies including referring authorities.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities. The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Minimum GCSE Maths and English A* to C, or equivalent.

Qualified to degree level on relevant subject e.g. Education, Social Work, Youth Work, Psychology (D).

Knowledge and Experience

Substantial experience of working directly with high-risk young people and complex neurodiversity (SEMH / ASC needs) in a recognized setting such as social work, youth work or education.

Understand the importance of a comprehensive and holistic approach to treatment including the social model, classroom model and creating a therapeutic environment.

Knowledge of Education, Health and Care Plans, SEND Code of Conduct and other educational processes and legislation and its impact on pupils with complex needs.

Skills and abilities

Have the capacity to employ de-escalation & positive handling techniques used in the setting.

Excellent interpersonal communication skills.

Flexibility in thinking and practice.

Highly organised with very good time management skills.

Model positive personal and professional conduct.

Ability to understand the strengths and needs of students emotionally and academically, putting pupils in the centre.

Other

Commitment to safeguarding and promoting the welfare of children and young people.

Commitment to Equality and Diversity

Commitment to TCES values

D = Desirable

January 2022

OUR VISION AND MISSION

COMMUNITY VALUES

Across TCES we strive to ensure that our schools are inclusive, thriving, socially and emotionally healthy communities, based around a strong set of community values, where pupils can feel safe and secure. At the core of this is our belief that the key to increasing self-esteem and success lies within our pupils themselves.

COMMUNITY VALUES

For all our pupils and staff

- Very high expectations
- Hard work
- Mutual respect and acceptance of all
- Authentic 'real' inclusion
- Genuine pupil, parent and staff voice and participation
- A 'we never give up' philosophy for our pupils and staff

TCES THE COMPLETE EDUCATION SOLUTION
CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

OUR VISION

Our vision is to be recognised as experts in delivering therapeutic education, health and care solutions for children and young people with complex and additional needs, who have not been able to succeed in mainstream education.

By creating positive opportunities and removing barriers to learning, we strive to enable our pupils to build on a platform for life-long learning and educational success.

OUR MISSION

We run independent schools for pupils with unique potential. Our highly skilled multi-disciplinary teams transform pupils' perception of their own skills, strengths and abilities. We deliver an industry leading combination of education, health and care that takes each pupil on an individual journey that encourages a love of learning and long-term success.



OUR CURRICULUM

UNIQUE CURRICULUM DESIGN: 5 PART CURRICULUM

The curriculum addresses the disadvantages and disruptions to each pupil's previous experience of education and enables them to negotiate individual pathways from social isolation to independence.

All pupils have access to the TCES 5 part curriculum. This has been built on our community values and aims to ensure that all pupils go on to be successful learners, confident individuals, responsible citizens and independent adults.

Within this structure, schemes of work, medium term planning and lesson plans are all differentiated to meet the individual needs of each pupil. Outcomes are adjusted appropriately, as are the accreditations and qualifications that pupils are working towards.

SCHOOL SPECIALISMS

Each TCES school and service specialises in Leadership, via our Young Leaders programme and LIFE Programme initiatives, and the Arts.

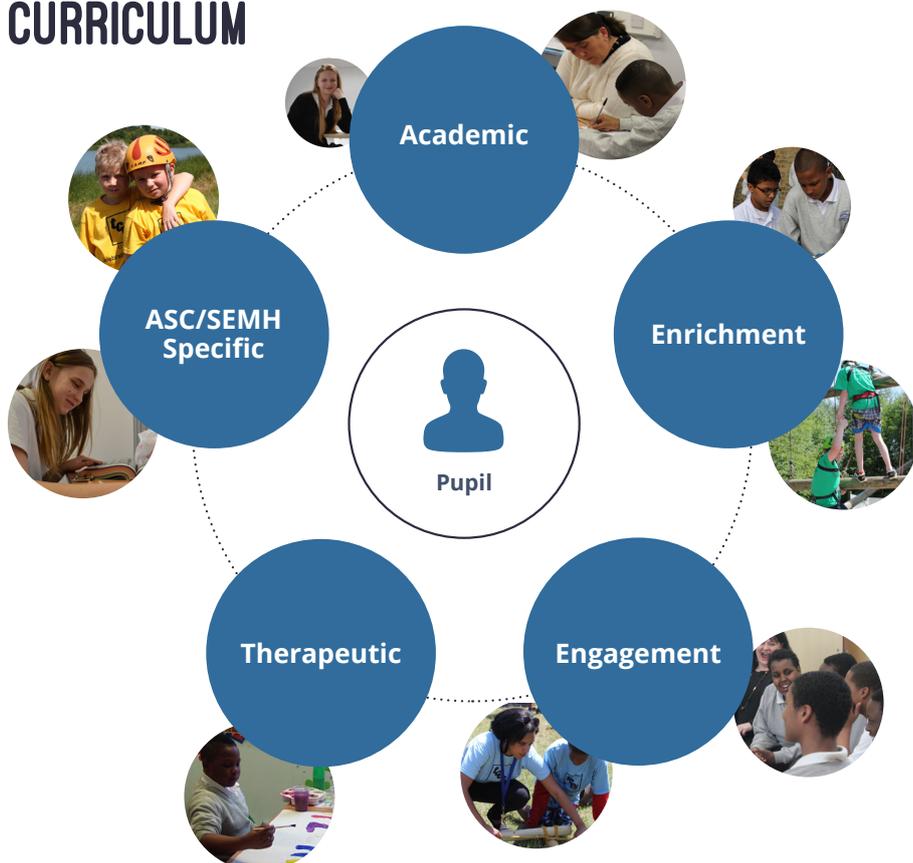
TCES North West London recently received the Platinum ArtsMark accreditation and our other schools and services are working towards this.



OUR 5 PART CURRICULUM

“
PUPILS MAKE OUTSTANDING PROGRESS IN THEIR ACADEMIC AND PERSONAL DEVELOPMENT. THEY MAKE ESPECIALLY RAPID PROGRESS IN ENGLISH, MATHEMATICS, SCIENCE, ART AND THEIR SOCIAL SKILLS.

North West London Ofsted
report, February 2017



GROUP PROCESS

Our schools hold twice-weekly 'group process' sessions for pupils, in which they meet to discuss a wide variety of topics, including knife crime, LGBT rights, bullying and cultural diversity. Every pupil is encouraged to share their views in a respectful, neutral environment and the sessions often end with the pupils having gained a greater understanding and increasing acceptance of each other's views.

Discussions can be about issues that are in the news, however, frequently they will relate to certain attitudes that have been observed in the school that we would like to change.

When this is the case, pupils are encouraged to think in a solution-focused way about how we might resolve the issue. Pupils then lead the discussion, guided and supported by staff who ensure everyone's opinions are acknowledged and respected, and that everyone feels safe enough to participate.

The sessions have proved to be very effective in building a sense of community, and feedback from external agencies who have observed our group process sessions in action has also been extremely positive. Local authority officers have described this whole school group approach as "unique", and "a model of excellence".



THE 'GROUP PROCESS' SESSIONS, WHICH ALL PUPILS ENGAGE IN DURING THE WEEK, MAKE A STRONG CONTRIBUTION TO PUPILS' OUTSTANDING PERSONAL DEVELOPMENT.

East London Ofsted report, 2018



INCLUSION QUALITY MARK

TCES is uniquely driven by a principle of real inclusiveness in our school community, where all pupils and not just the most able are a vital part of promoting diversity and the breaking down of all stereotypes that could create division.

This focus on inclusion has resulted in two of our schools (TCES East London and TCES North West London) already being awarded the Inclusion Quality Mark (IQM).



PUPIL VOICE

Our 20 years of experience has shown us that the often-unnoticed pathway to removing barriers to learning and increasing self-esteem and success lies within the pupils themselves.

By empowering our pupils, who so often feel marginalised, we can help them to actively shape their own lives and ongoing education as positive citizens and take an element of control over their futures. We therefore allow our pupils to discover their own voices by giving them a real voice to begin with, that they know will be listened to.

All pupils are given the opportunity to join their school's Student Council, through a series of election

campaigns, presentations, interviews and voting. Our Student Council members are encouraged and trained to develop their skills and fulfil their roles to the very best of their potential. Through this process, they learn about the power of democracy, working together, socially appropriate conduct and most importantly, how hard work and using their voice can get results.

We believe that for our pupils, having their voices really listened to instils a sense of responsibility and pride, not only within their school, but within themselves. The benefit to TCES is that we are truly able to develop our services with the pupil at the centre of everything we do.

YOUNG LEADERS

We believe that the often difficult and sometimes traumatic upbringing of many of our pupils instils in them strengths and talents that, if channelled properly, will lead inevitably to different aspects of leadership.

Because of this belief that every child or young person is a potential young leader, the leadership element of our LIFE programme offers every pupil, throughout their education with us, opportunities to learn to lead themselves before progressing to leadership positions around their school.

LIFE PROGRAMME

Our LIFE programme leads to qualifications, roles and experiences in Leadership, Independence skills, Future Options, and Empowerment.



In addition to the active Student Council roles in each school, these might include:

- Sports ambassador
- Anti-bullying ambassador
- Peer mentor
- Environmental officer
- Charity ambassador

Pupils benefit from support in each role and are empowered to inspire and motivate themselves and others to effect positive change.

PARENT VOICE

We recognise that the empowerment of parents through real parental voice and engagement can be a very effective way to form a strong school community.

Through being welcomed into the school, having their voices heard and being encouraged to actively participate in all elements of their child's school life, our parents and carers benefit in ways that they have often not experienced in previous settings. They find that they themselves develop peer groups of like-minded people who completely understand the challenges that parents and carers of SEND children face on a daily basis. Many of our parents and carers have expressed how vital this support network alone is for them.

In addition to this, we offer parents and carers the opportunity for their own training and development workshops, with topics agreed through ongoing parent consultation. Sessions have included 'Gang and Knife Crime awareness', 'Understanding your Child's Education, Health and Care Plan', and 'Speech and Language tips for the home'.

Every TCES school and service has an active Parent Council in place. Members are encouraged to have a real say in the direction of the school; reviewing school policies, helping to fundraise, assisting in school events and joining the interview panel for new staff.

We believe that, by giving parents and carers the opportunity to become fully embedded within our schools, we have much stronger school communities and much happier parents, carers and pupils.



Time has definitely flown and my son is a completely different person from the one that enrolled. I have so many positive things to say about this school. The one thing I will always say is that this school has helped me and my son so much - endless support and positive vibes no matter how big or small my dilemma or question.



My son was so excited to have me witness his assembly. He loves that I am involved in the school.



I think being involved with the school helps my son to see that we work together. I think it really does help.



It's really good that parents can join assemblies to celebrate their child. The change in my daughter has been great because she can see I am interested.



They care about you in this place, sometimes I feel they care about you more than you care about yourself.

OUR SCHOOLS AND SERVICES



Acton



Stratford



Custom House



Wimbledon



TCES EAST LONDON

 tces.org.uk/eastlondon

 020 8555 6737

 admin.elis@tces.org.uk

TCES NORTH WEST LONDON

 tces.org.uk/northwestlondon

 020 8749 5403

 admin.nwlis@tces.org.uk

TCES CREATE LEARNING

 tces.org.uk/createlearning

 01708 393150

 admin.create@tces.org.uk

TCES HOME LEARNING

 tceshomelearning.co.uk

 020 8543 7878

 homelearning@tces.org.uk

TCES CENTRAL SERVICES

 tces.org.uk

 020 8543 7878

 recruitment@tces.org.uk

TCES

THE COMPLETE EDUCATION SOLUTION

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING



📍 Park House, 8 Lombard Road,
Wimbledon, London SW19 3TZ

📞 020 8543 7878

✉️ recruitment@tces.org.uk

🐦 @TCESGroup