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JOB DESCRIPTION

Position	**Therapeutic Support Team Manager**
Work-Base Location	Primarily The Lioncare School, with work at other Lioncare resources when reasonably required and appropriately delegated.
Line-Managed By	The School Operations Manager of The Lioncare School.
Directly Responsible To	The Headteacher and the School Operations Manager of The Lioncare School within their respective areas of responsibility. The Headteacher resolves conflicting management priorities.
Ultimately Answerable to	The Chief Executive Officer of The Lioncare Group (also chair of The Lioncare School) through the agreed school and organisational leadership arrangements.
Line-Management and Supervisory Responsibilities	Direct line-management and practice-based supervision of therapeutic support assistants in collaboration with the School Operations Manager. Shared organisational responsibility with the Headteacher and the School Operations Manager for all those working at and attending The Lioncare School. Overall organisational responsibility in the absence of the Headteacher and the School Operations Manager for all those working at and attending The Lioncare School.
Health and Safety Responsibility	Delegated responsibility for the health and safety of all adults and children working and learning at The Lioncare School, and contracted workers and visitors.
Safeguarding and Child protection Responsibility	Deputy designated safeguarding lead (DDSL) for The Lioncare School with delegated responsibility from then designated safeguarding lead (DSL) for the safeguarding and protection of all children attending the school and for the safeguarding of all adults working at and/or visiting the school.

Primary Task (what the Job exists to do)	*In consultation and collaboration with the Headteacher and School Operations Manager and the Chief Operating Officer/deputy chair of The Lioncare School, and the Chief Executive Officer /chair of The Lioncare School:* **To lead a skilled, reflective and consistent therapeutic support team that enables children to feel safe, regulate their emotions, participate in school life and engage successfully in education through high-quality therapeutic, relationship-based and individualised support.** To achieve this, you will; – Translate The Lioncare Group's therapeutic philosophy and children's assessed needs into consistent daily support and meaningful experiences. – Lead, supervise and develop therapeutic support assistants, setting clear expectations and holding the team accountable for practice. – Coordinate therapeutic, learning and pastoral support with teachers, school leaders, care teams and specialist professionals. – Embed PAEN findings and agreed specialist recommendations in children's plans, staff understanding and everyday practice. – Support safeguarding as deputy DSL, acting promptly on concerns and providing agreed cover and delegated safeguarding activity. – Maintain safe, thoughtful behaviour support, risk management and a facilitating environment that supports engagement and wellbeing. – Use children's voices, observation, assessment and feedback to evaluate support and improve children's experiences and progress.
Safeguarding Statement	The Lioncare Group puts the welfare of children and adults at the centre of all of its work.

	Our safer recruitment policy & procedure is written with reference to Keeping Children Safe in Education and outlines in full the measure taken to deter, reject, prevent and detect those who might abuse children or who are unsuited to work with them.
Equality and Diversity	The directors and shareholders of Lioncare Ltd believe in and are committed to promoting equality of opportunity and celebrating diversity in both the service it provides and the employment of its workforce and expects all those employed or associated with The Lioncare Group to promote this in their work and practice.

The Role of The Therapeutic Support Team Manager

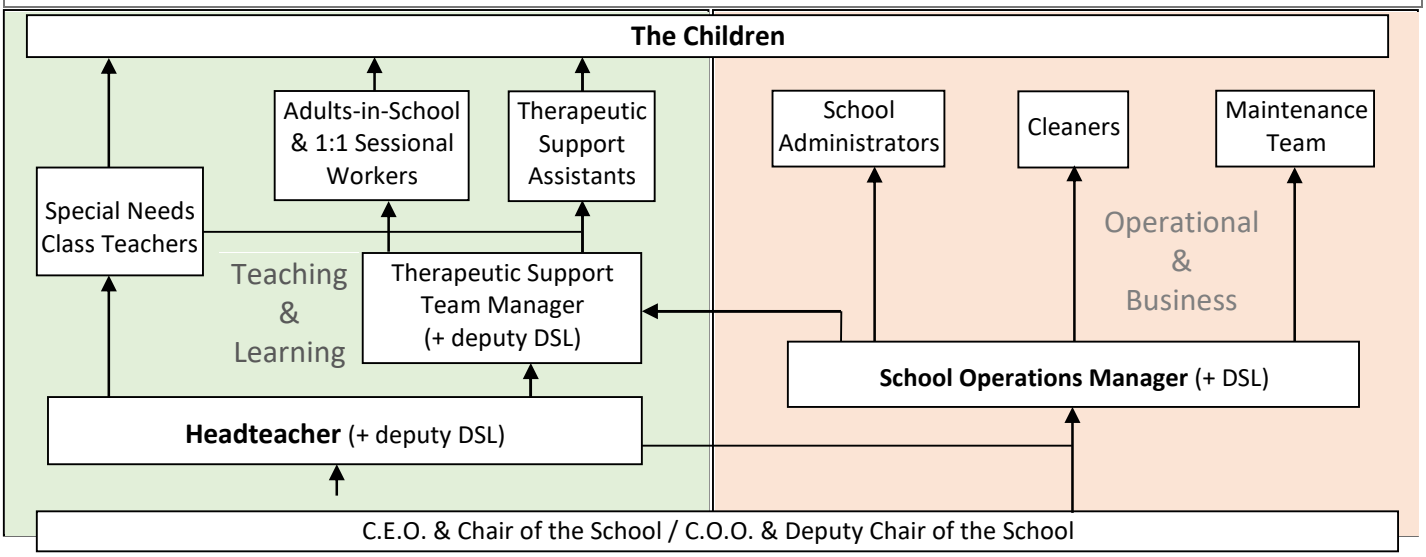
The Therapeutic Support Team Manager leads the team that helps children develop the emotional security, relationships and confidence needed to participate in school life and benefit from education. They manage therapeutic and pastoral support in daily practice, bringing together children's assessed needs, professional recommendations and the experience of the school community.

As a member of the school leadership team, the postholder works closely with the Headteacher and School Operations Manager and contributes to the wider leadership of The Lioncare Group. They translate The Lioncare Group's therapeutic community model and systems psychodynamic understanding into thoughtful, consistent support, while ensuring that their team receives clear direction, supervision and development.

The Headteacher retains overall school and educational leadership. The School Operations Manager leads school operations, school-wide behaviour management oversight and the DSL function. The Therapeutic Support Team Manager owns the leadership and quality of their team's therapeutic support practice and fulfils the school's deputy DSL responsibilities. These leaders work collaboratively and maintain clear authority and accountability within their respective roles.

The Therapeutic Support Team Manager is responsible for day-to-day management of the therapeutic support team, and leading and managing the therapeutic provision offered by the school, allowing the Headteacher and teaching team to focus on the task of teaching and learning and promoting children's progress and achievement and maximising teaching time, and to allow the Headteacher and School Operations Manager to focus on the task of running the school, and for the Headteacher to attend to their statutory and legal responsibilities and duties as the head of the school.

The Lioncare School: Management Structure and Lines of Authority and Accountability



1.	**General Tasks and Responsibilities**
1.2.	Work flexibly to meet the needs of the organisation, including participation in a rota that includes evenings, weekends, bank holidays and sleep-in duties where required.
1.3.	Undertake other reasonable duties consistent with the nature, competence and seniority of the post.
1.4.	Actively participate and engage in supervision and development.
1.5.	Promote and safeguard the welfare of children at all times.
1.6.	Maintain confidentiality and comply with the requirements of the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and organisational policies.
1.7.	Promote equality, diversity, inclusion and anti-discriminatory practice.

1.8. Work in accordance with all organisational policies, procedures and codes of conduct.

1.9. Maintain professional registration and qualifications where required.

1.10. Participate in emergency arrangements and business continuity planning where necessary.

1.11. Promote the positive reputation of The Lioncare Group in all professional activities.

Key Responsibilities

2. Therapeutic Practice Leadership. The Therapeutic Support Team Manager will:

2.1. Lead the therapeutic provision delivered through the Therapeutic Support Team, applying therapeutic community and systems psychodynamic principles in daily practice.

2.2. Help colleagues understand the emotional meaning of behaviour, the impact of trauma and disrupted relationships, and the importance of predictable, trustworthy support.

2.3. Promote reflective discussion and professional curiosity, considering working hypotheses with appropriate colleagues and specialist practitioners.

2.4. Observe practice, provide constructive feedback and address inconsistency between agreed plans and the support children receive.

2.5. Contribute therapeutic observations to school leadership decisions, improvement planning and reviews of children's education, welfare and personal development.

2.6. Work within professional competence and agreed recommendations; seek specialist advice where assessment or intervention requires expertise beyond the role.

Primary Focus: ***"Ensuring that the school's therapeutic support reflects The Lioncare Group's philosophy, and children's individual needs"***

3. Leadership and Management of the Therapeutic Support Team. The Therapeutic Support Team Manager will:

3.1. Line-manage therapeutic support assistants and provide reliable, regular practice-based supervision, appraisal and individual development planning.

3.2. Plan team deployment with teachers and school leaders, ensuring support is responsive to children's needs and staff competence.

3.3. Lead team meetings, communicate school leadership decisions and ensure relevant information and concerns flow between the team, teachers and school leaders.

3.4. Provide effective orientation and induction, support retention and work with HR and school leaders on agreed recruitment and workforce matters.

3.5. Recognise good practice, address performance concerns and contribute to formal employment processes only where authorised.

3.6. Provide mentoring and a point of contact for those acting in a temporary role as adult-in-school, and other assigned support workers, clarifying their contribution and boundaries.

Primary Focus: ***"Developing a capable, supported and accountable team"***

4. Therapeutic Assessments Plans and Specialist Recommendations: The Therapeutic Support Team Manager will:

4.1. Attend and actively contribute to psychodynamic assessments of emotional need (PAEN) meetings, helping participants remain focused on the child and the meeting's task.

4.2. Coordinate incorporation of PAEN findings, and other relevant assessment information into childrens agreed therapeutic and pastoral support plans.

4.3. Embed recommendations from speech and language, sensory, occupational and educational psychology professionals within relevant plans and daily practice.

4.4. Maintain regular liaison with each child's psychotherapist, sharing relevant information appropriately and clarifying recommendations and progress.

4.5. Ensure team members understand the plans, have the resources and guidance to implement them, and report changes in children's needs or responses.

4.6. Review support with children, teachers, carers and relevant professionals; distinguish observation, interpretation and specialist conclusions in records and discussion.

Primary Focus: ***"Translating assessment and professional advice into effective everyday support"***

5. Learning Support and Pastoral Care: The Therapeutic Support Team Manager will:

5.1. Lead the day-to-day planning and delivery of therapeutic learning support and pastoral care in collaboration with the Headteacher and class teachers.

5.2. Build positive relationships with each child and guide the team to support attention, concentration, organisation, confidence and participation in learning.

5.3. Help staff recognise and respond to fear of learning, anxiety about school and difficulties with transitions or significant life events.

5.4. Promote effective teamwork between teachers, therapeutic support assistants and adults-in-school, with clear roles in classrooms and other settings.

5.5. Support communication, oral language, literacy and numeracy opportunities through agreed educational plans; teachers determine teaching content and pedagogy.

5.6. Provide appropriate assistance with daily tasks while encouraging growing independence and interdependence, and respecting dignity and individual needs.

Primary Focus: ***"Creating the emotional and practical conditions that help children access and benefit from education"***

6. Behaviour Support Regulation and Relationships: The Therapeutic Support Team Manager will:

6.1. Lead the team's implementation of agreed behaviour support plans, working with the School Operations Manager's school-wide oversight and the Headteacher's school leadership.

6.2. Promote prevention, co-regulation, de-escalation, restorative responses and clear, predictable boundaries informed by children's needs.

6.3. Help children and adults understand agreed expectations, listen to children's views and support them to repair relationships after difficulties.

6.4. Coordinate the team's response to incidents within approved procedures, ensuring appropriate support, accurate recording and timely reporting.

6.5. Review incident patterns and staff responses with relevant leaders, ensuring learning informs plans, supervision and practice development.

6.6. Challenge unsafe or inappropriate practice; ensure any restrictive intervention follows law, approved policy, training and the principles of necessity and proportionality.

Primary Focus: ***"Ensuring therapeutic support practice helps children manage distress and participate safely"***

7. Play Creativity and the Therapeutic Community: The Therapeutic Support Team Manager will:

7.1. Lead the provision and promotion of play and creative activities, modelling participation and helping colleagues value these as part of therapeutic learning.

7.2. Coordinate recognition of children's and adults' achievements and milestones, including appropriate celebrations and festivities.

7.3. Promote group work and community participation, enabling children and adults to contribute to agreed routines, boundaries and community life.

7.4. Work with teachers to support children's spiritual, moral, social and cultural development through relationships, activities and inclusive opportunities.

7.5. Contribute to a structured daily timetable and a calm, welcoming facilitating environment that supports emotional security and learning.

7.6. Support safe links with the local community and opportunities for children to experience school as creative, enjoyable and meaningful.

Primary Focus: ***"Using school life to promote expression, belonging and personal development"***

8. Deputy Designated Safeguarding Lead: The Therapeutic Support Team Manager will:

8.1. Act as a trained Deputy DSL, undertaking delegated safeguarding activity and providing agreed cover when the School Operations Manager as DSL is unavailable. The DSL retains ultimate lead responsibility.

8.2. Provide timely advice and support to staff; recognise, assess, record and act on concerns, making referrals to children's social care, the police or Prevent and Channel services as appropriate.

8.3. Participate in relevant strategy discussions, assessments and multi-agency meetings, follow up actions and challenge insufficient responses where children remain at risk.

8.4. Support secure child protection records, timely information sharing and transfer to receiving schools under the DSL's arrangements; record decisions, reasons, actions and outcomes.

8.5. Support safeguarding induction, policy review and staff understanding, including online safety and the school's filtering and monitoring arrangements.

8.6. Follow designated reporting routes for allegations and low-level concerns about adults; liaise with the authorised case manager and LADO as appropriate and support employer referrals when requested.

8.7. Maintain training to the same standard as the DSL, updating it at least every two years, refreshing knowledge at least annually and undertaking Prevent awareness training.

Primary Focus: ***"Supporting effective safeguarding and child protection, including reliable cover for the school DSL"***

9. Risk Management, Health & Safety and Daily Supervision: The Therapeutic Support Team Manager will:

9.1. Develop and implement relevant individual, group, activity and visit risk assessments with teachers, the School Operations Manager and other appropriate colleagues.

9.2. Coordinate safe supervision in corridors, dining areas, playgrounds, transitions, trips and other non-teaching activities, with clear allocation of staff responsibilities.

9.3. Oversee agreed escorting and support arrangements within and beyond the school, including visits and appointments, with suitable planning and authorisation.

9.4. Respond to emergencies and changes affecting the team's capacity to support children, taking immediate protective action within competence and escalating promptly.

9.5. Report premises, equipment or environmental hazards to the School Operations Manager and follow through agreed actions; contribute to health and safety reviews, including the school's termly review.

9.6. Balance participation and positive outcomes with appropriate risk controls, avoiding unnecessary restrictions on children's opportunities.

Primary Focus: ***"Ensuring therapeutic support is safe, proportionate and responsive to changing circumstances"***

10. Partnership Working Records and Communication. The Therapeutic Support Team Manager will:

10.1. Maintain constructive links with families, carers, registered managers, care teams, local authorities and external professionals, including for children attending as day pupils.

10.2. Share relevant therapeutic and pastoral information with authorised colleagues and partners so that support is coordinated across care, education and specialist services.

10.3. Prepare accurate reports and contribute to child-centred education, network, review and PAEN meetings, representing the school or organisation where authorised.

10.4. Maintain clear, timely support and practice records, protect confidentiality and apply approved access, retention and information-sharing arrangements.

10.5. Keep school leaders informed of significant concerns, changes, outcomes and barriers to agreed support; communicate decisions and follow up actions.

10.6. Escalate suspected information breaches or complex disclosure requests through the approved information-governance route.

Primary Focus: ***"Ensuring consistent support through effective collaboration and reliable information"***

11. Resources Quality Assurance and Service Improvement: The Therapeutic Support Team Manager will:

11.1. Identify therapeutic, play and creative resource needs, coordinate authorised purchasing and maintain safe, suitable resources within delegated limits.

11.2. Support budget monitoring and efficient use of resources with the Headteacher and School Operations Manager,

avoiding waste without compromising children's needs or quality.

11.3. Monitor the quality and consistency of the team's work, using observation, children's views, support-plan reviews, incidents and feedback.

11.4. Contribute evidence to relevant Independent School Standards, audits, inspections and the school improvement plan; complete delegated improvement actions.

11.5. Learn from compliments, complaints, concerns and investigations, and check that changes improve children's experience and staff practice.

11.6. Help develop and review relevant policies and systems, translating agreed expectations into practical guidance for the team.

Primary Focus: ***"Using resources and evidence to strengthen the quality and impact of therapeutic support"***

12. Delegated Leadership and Professional Development. The Therapeutic Support Team Manager will:

12.1. Assume delegated authority for non-teaching functions when both the Headteacher and School Operations Manager are absent, within an agreed cover and escalation plan.

12.2. Ensure teaching functions remain with the appropriate teachers or designated educational leader during absence; refer decisions beyond delegated authority to executive cover.

12.3. Undertake agreed on-call duties and provide appropriate direct cover, support or assistance at school or other Lioncare services, where authorised and within competence.

12.4. Participate fully in individual supervision, performance reviews, team meetings and half-termly group consultancy, using reflection to develop practice.

12.5. Maintain therapeutic knowledge and leadership skills through continuing development, consultation, self-study and relevant research.

12.6. Manage personal wellbeing, emotional responses and workload, recognising limits and seeking support when pressures could affect safe or effective practice.

Primary Focus: ***"Providing dependable leadership cover and developing thoughtful, sustainable practice"***

13. Managing Self as a Therapeutic Practitioner[1]: The Therapeutic Support Team Manager will:

13.1. Comprehend their specific role, including its associated limits and professional boundaries

13.2. Gain a thorough understanding of the client group they serve

13.3. Demonstrate the ability to perform clinical observations and develop working hypotheses

13.4. Uphold and respect the therapeutic community's boundaries within their work environment

13.5. Proactively advance their knowledge of therapeutic community theory and methodologies

13.6. Tailor communication styles to suit various situations and the specific needs of others

13.7. Adopt and integrate the "use-of-self" concept into their daily professional practice

13.8. Exhibit the capacity for both reflective and reflexive practice

13.9. Strengthen their personal ability to manage and contain anxiety

13.10. Acknowledge the significance of both the immediate setting and the broader external environment

13.11. Master the principles of organisational dynamics as they apply within and beyond The Lioncare Group

13.12. Maintain the stance of a *participant observer*

13.13. Identify the *primary task* of The Lioncare Group, and understand their individual role in achieving it

Primary Focus: ***"Effective therapeutic practice and delivery"***

14. Key Working Relationships. The Therapeutic Support Team Manager will work closely with:

Internal

- Headteacher

[1] For further detail and explanation, please refer to the Core Competencies as a Therapeutic Practitioner table at the end of this document

- School Operations Manager and DSL for The Lioncare School
- therapeutic support assistants
- teachers
- adults-in-school and assigned support workers
- Chief Executive Officer
- Chief Operating Officer
- training manager
- business manager and hr and central support functions
- registered managers and care teams
- therapeutic consultants and relevant organisational specialists.

External

- children and their families or carers
- psychotherapists
- PAEN facilitator
- speech and language, occupational, sensory and educational psychology professionals
- local authorities and safeguarding partners
- LADO
- health services
- other schools and community partners
- Ofsted and other relevant authorities

15. Success Profile For The Role

The Therapeutic Support Team Manager will be successful in the role when they consistently:

Deliver

- Consistent, individualised therapeutic and pastoral support.
- Effective team leadership and dependable Deputy DSL practice.
- Meaningful opportunities for play, relationships and engagement in learning.

Support

- The Headteacher's educational leadership and the School Operations Manager's operational and safeguarding leadership.
- Teachers, care teams and specialist practitioners in coordinated work with children.
- Children's emotional security, participation, communication and personal development.

Develop

- Staff confidence, competence and reflective practice.
- The use of assessment and specialist recommendations in daily support.
- A positive therapeutic community and continuous improvement in children's experiences.

Demonstrate

- Thoughtful therapeutic leadership and sound safeguarding judgement.
- Clear accountability, effective delegation and constructive collaboration.
- Commitment to The Lioncare Group's values and the school's primary task.

A highly effective Therapeutic Support Team Manager should be recognised by:

- children: as approachable, dependable and interested in understanding their feelings, supporting their relationships and helping them enjoy school.
- The therapeutic support team: as a knowledgeable, reflective and fair manager who offers useful guidance and clear expectations.
- teachers: as a trusted partner who strengthens children's readiness to learn and ensures support follows agreed educational priorities.
- the Headteacher: as an accountable therapeutic leader who develops the team and contributes to children's engagement and school improvement.
- the School Operations Manager and DSL: as a reliable leadership colleague who owns therapeutic support practice, fulfils deputy DSL duties and escalates concerns appropriately.
- families, care teams and specialists: as a responsive partner who translates agreed advice into consistent support and communicates progress clearly.
- the executive team and Ofsted: as a leader who knows the children and team, can evidence the quality and impact of support, and understands the boundaries of the role.

Person Specification: Therapeutic Support Team Manager

The Therapeutic Support Team Manager will combine therapeutic understanding with practical team leadership, sound safeguarding judgement and the ability to help children engage in learning.

They will guide staff to think beneath behaviour, use relationships thoughtfully and translate assessment into consistent daily support.

Essential Qualifications - Candidates must possess:

- Recognised training or a qualification in therapeutic practice relevant to work with children with special educational or complex needs.
- A good standard of education, with literacy, numeracy and digital competence appropriate to management, recording and communication duties.
- Appropriate DSL or deputy DSL training, with up-to-date safeguarding knowledge and Prevent awareness training, or readiness to complete this before undertaking Deputy DSL duties.
- Evidence of ongoing professional development relevant to therapeutic work, safeguarding and leadership.

Desirable Qualifications:

- A relevant qualification at Level 3 or above in therapeutic childcare, education or a related field.
- The Lioncare Diploma in Therapeutic Childcare and Education, or comparable development in psychodynamic or therapeutic community practice.
- A recognised leadership or management qualification.
- Additional safeguarding, SEND, communication, sensory or behaviour-support training.
- A full driving licence with appropriate entitlement, where driving forms part of agreed duties.

Essential Experience - The successful candidate will demonstrate experience of:

Therapeutic Work with Children

- At least two years' experience in a therapeutic setting for children with special educational or complex needs.
- Experience supporting children affected by trauma, emotional and behavioural difficulties, disrupted relationships or barriers to learning.
- Experience building relationships with children who may find adults, school or learning difficult to trust.
- Experience implementing individual support plans and using assessment or professional recommendations to guide practice.

Leadership and Team Development

- Experience leading, managing, monitoring, supervising and supporting a small staff team.
- Experience working with a school leadership team and contributing to coordinated support for children.
- Experience developing colleagues through induction, feedback, mentoring or reflective supervision.
- Experience managing competing demands, incidents and changes while maintaining safe, consistent practice.

Safeguarding and Partnership Working

- Experience recognising, recording and responding to safeguarding concerns through appropriate procedures.
- Experience working with teachers, carers or specialist professionals to coordinate children's support.
- Experience contributing to assessments, plans, reviews or child-centred meetings.
- Experience maintaining accurate, objective and confidential records and sharing relevant information appropriately.

Desirable Experience

- At least two years' direct experience in an SEMH school or similar specialist learning environment.
- Experience as a deputy DSL or in a comparable safeguarding leadership role.
- Experience participating in PAEN meetings and using Boxall Profiles or similar assessment tools.

- Experience implementing speech and language, occupational, sensory or educational psychology recommendations.
- Experience working across integrated care, education and therapeutic services.
- Experience contributing to Ofsted inspections, audits and school improvement.
- Experience managing therapeutic resources and delegated expenditure.

Essential Knowledge - The successful candidate will demonstrate knowledge of:

Therapeutic Practice and Children's Needs

- Therapeutic community principles and systems psychodynamic approaches, including use of self, reflection, containment and professional boundaries.
- Trauma, attachment, child development and the emotional experiences underlying behaviour.
- Transference and the impact of personal responses on relationships, with understanding of how supervision supports safe practice.
- The fear of learning or attending school experienced by some children and the importance of relational and emotional support.
- Play, creativity, group work and the facilitating environment as opportunities for expression, learning and development.
- How PAEN findings, Boxall Profiles and specialist recommendations can inform individual support within the practitioner's competence.

Safeguarding Regulation and Safe Practice

- Current Keeping Children Safe in Education, including deputy DSL responsibilities, reporting concerns and responding to allegations about adults.
- Working Together to Safeguard Children and local referral and multi-agency safeguarding arrangements.
- Relevant independent school standards, particularly pupils' personal development, behaviour, welfare, health, safety and risk assessment.
- Safeguarding risks affecting children with SEND and SEMH needs, including online risks, bullying, exploitation and child-on-child abuse.
- Positive behaviour support, de-escalation, restorative approaches and the safeguards governing restrictive intervention.
- Relevant equality, SEND, health and safety, confidentiality and data-protection requirements, and their practical application to the role.

Leadership and Organisation

- Effective supervision, team development, delegation and performance management.
- Planning support, allocating staff and managing risk in classrooms, non-teaching spaces, transitions and activities.
- Accurate recording, information sharing, quality assurance and evaluation of support.
- The distinct responsibilities of teachers, school leaders, safeguarding leads, specialist practitioners and children's home registered managers.

Essential Skills

Therapeutic and Practice Leadership Skills

- Ability to understand and respond to the emotions underlying behaviour and guide colleagues to do the same.
- Ability to work thoughtfully within transference relationships, maintaining professional boundaries and the school's primary task.
- Ability to translate assessment findings and agreed specialist advice into workable plans and consistent practice.
- Ability to lead reflective discussion, observe support quality and provide constructive challenge.
- Ability to support regulation, communication, participation and relationships while recognising when specialist advice is needed.

People Leadership and Safeguarding Skills

- Ability to lead, motivate, supervise and hold the team accountable with warmth, clarity and fairness.
- Ability to allocate tasks, support staff competence and distinguish delegated authority from decisions requiring further approval.
- Ability to recognise risk, act promptly on safeguarding concerns and fulfil trained deputy DSL duties.
- Ability to remain calm during incidents, coordinate practical responses and use support appropriately.

Communication and Organisational Skills

- Clear verbal communication and accurate, objective written recording.
- Ability to connect with children with differing communication needs and encourage their participation in decisions.
- Ability to build constructive relationships with families, carers, teachers, colleagues and external professionals.
- Ability to prioritise workload, meet deadlines and maintain reliable monitoring and review systems.
- Competent use of organisational digital tools, office applications and records systems.

Essential Personal Attributes

Child Centred Values

- Empathy, compassion and belief in every child's capacity to develop.
- High aspirations for children whose experiences make learning or relationships difficult.
- Respect for children's voice, rights, identity and individuality.
- Commitment to therapeutic practice, inclusion and confronting discrimination.

Professional Values

- Honesty, openness, integrity and accountability.
- Professional curiosity and willingness to consider alternative explanations.
- Reliability, discretion and attention to the quality of practice and records.
- Commitment to learning and willingness to acknowledge mistakes or uncertainty.

Leadership Behaviours

- Assertiveness combined with support, fairness and thoughtful use of authority.
- Resilience, emotional self-awareness and calmness under pressure.
- Capacity to reflect, accept challenge and use supervision and consultancy.
- Practical initiative, creativity and willingness to work collaboratively.
- Ability to think and act effectively while recognising personal and professional limits.

Suitability Requirements - The successful candidate must be able to:

- Satisfy enhanced DBS clearance with a Children's Barred List check for the regulated activity undertaken.
- Meet all safer recruitment requirements.
- Provide satisfactory references and verification of identity, relevant qualifications and right to work in the UK.
- Provide a full employment history, with gaps and relevant discrepancies explored.
- Satisfy a section 128 check concerning participation in the management of an independent school, and other role-relevant prohibition or disqualification checks where applicable.
- Satisfy appropriate additional checks where the candidate has lived or worked overseas.
- Demonstrate the health and fitness required to undertake the role, with reasonable adjustments considered and health enquiries handled at the appropriate recruitment stage.
- Work flexibly to meet the needs of the service.
- Participate in the organisation's out-of-hours arrangements where required.

- Maintain confidentiality at all times.
- Promote and safeguard the welfare of children as the highest priority.

Statement of Variation
This Job Description is intended to describe the principal duties and responsibilities of the post. It is not intended to be an exhaustive list of all tasks that may be required. The postholder will be expected to undertake any other duties that are reasonably consistent with the level and nature of the role and that contribute to the effective operation of The Lioncare Group's services.

CORE COMPETENCIES AS A THERAPEUTIC PRACTITIONER			
Competency Heading			**Definition - The TC Practitioner Strives To...**
Role related competencies	1	Understanding of role	• Better understand the boundaries of their role, the place this has within the wider organisation & the outcomes it is designed to achieve
	2	Understanding of client group	• Provide responses of understanding to the particularity of the client within the context of the community • Shows developing insight into the clinical issues extent within the client group • Relates to others as human beings not as diagnoses or labels
	3	Clinical observation	• Able to accept 'not knowing' & allow time for understanding to emerge • Capacity to observe behaviour/mood/interactions & notice internal & external dynamics involved • Capacity to formulate a hypothesis
	4	Capacity to acknowledge and use the boundaries of the TC	• Developing awareness & capacity to regulate boundaries • Ability to share authority with all members of the community - 'dispersed authority' • Capacity to own & use their own authority • Recognises the significance of space & time & how therapeutic structures are established • Creative / flexible use of TC structures
Therapeutic practice related competencies	5	Understanding of TC methodologies	• Shows a willingness to learn & engage with 'methods' • Emotionally open within a 'culture of enquiry' • Developing knowledge & understanding of psychodynamic ideas • Desire to acquire both academic & experiential knowledge in a 'living-learning environment' • Desire to be a part of a containing matrix of relationships & use the community to address & solve problems
	6	Communication skills	• Openness to both conscious & unconscious communication & recognises behaviours & affects are communication • Communicates in a clear direct manner & actively listens & engages with others to further their understanding • Can adapt the mode of communication appropriate to the audience • Avoids telling others what to think; provides/creates opportunities for understanding to grow / develop / emerge
	7	Use of self	• Sensitivity - attuned & receptive - can takes things in • Capacity to use one's interactions with others therapeutically • Ability to monitor thoughts & feelings evoked by others & link these to underlying issues of the child • Genuineness - congruence - authenticity - not hiding behind professional status / role
	8	Capacity to work both reflectively and using reflexively	• Can think about one's own capacities & deficits in relation to the work • Can work by continually being aware of one's responses to others & one's self • Self-reflection / awareness - desire to know why one is drawn to this work • Has self-knowledge - able to self-talk - adopt a third position
	9	Capacity to contain anxiety	• Ability to tolerate 'not knowing' • An ability to tolerate stress & recognize personal limits • Can notice & sustain feeling difficult feelings long enough to understand where they derive from & to take appropriate action • Self-contained - can contain their own anxiety • Owns their mistakes • Capacity to retain ones one identity - strength of character
Organisational related competencies	10	Recognises importance of the environmental setting & external environment	• Uses 'daily living' as opportunities for learning - 'opportunity-led work' • Acknowledges the symbolic nature of the environment • Understands 'corrective emotional experience', primary care & therapeutic adaptation • Political / social awareness - can challenge status quo
	11	Understanding of organisational dynamics	• Can understand & acknowledge issues of authority, power, leadership • Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this & one's own role in managing this • Aware of own valency - the tendency to take up a familiar defensive role in a group context
	12	Participant observer	• Can observe self & others without being compelled to act before reflecting • Can wait, think, talk with others before acting • Capacity to learn from direct experience; capacity to explore & be vulnerable, not defensive/avoidant
	13	Recognises the primary task	• Boundaried - able to acknowledge one's own place in the organizational structure • Clarity about one's role - engages directly in the key tasks defined in their job description & its relation with the primary task of the community

Therapeutic Support Team Manager Competency Framework

Competency	Outstanding Performance Indicators A Therapeutic Support Team Manager:	Evidence (May Include)
1. Therapeutic Practice Leadership Guiding the team to apply The Lioncare Group's therapeutic approach consistently in understanding and supporting children's needs.	– Applies therapeutic community and psychodynamic understanding – Helps staff look beneath behaviour and deliver consistent support	– Observed practice – Reflective discussion – Staff knowledge – Children's feedback
2. Team Leadership and Supervision Providing clear direction, support and accountability so staff develop their skills and deliver effective practice	– Sets expectations – Supervises reliably – Delegates appropriately – Addresses performance and development needs	– Supervision and appraisal records – Induction – Staff feedback – Completed actions
3. Assessment and Support Planning Translating assessments and specialist recommendations into individual support plans that guide daily practice	– Turns PAEN and specialist recommendations into clear plans, that staff understand, and that are reviewed and updated as necessary.	– Plan audits – PAEN actions – Observations – Specialist feedback
4. Learning and Pastoral Support Coordinating emotional and practical support that helps children feel secure, participate in school and engage in learning	– Coordinates support with teachers and adapts it to children's emotional, communication and learning needs.	– Support reviews – Engagement evidence – Teacher and child feedback
5. Regulation and Behaviour Support Helping children manage emotions and behaviour through consistent relationships, agreed plans and thoughtful responses	– Models thoughtful responses – follows plans – reviews incidents – challenges unsafe or inappropriate practice.	– Behaviour plans – Incident reviews – Observation – Post-incident learning
6. Play Creativity and Community Using play, creative activities and community participation to strengthen expression, relationships and belonging	– Creates inclusive opportunities for o expression o group participation o celebration o belonging	– Activity records – Child participation – Feedback – Examples of adaptation
7. Deputy DSL Practice Carrying out delegated safeguarding responsibilities and providing effective support and cover for the Designated Safeguarding Lead	– Acts promptly on concerns – Undertakes delegated safeguarding work competently – Provides reliable cover and handover	– Training – Anonymised case review – Referrals and records – Cover arrangements
8. Risk and Safe Supervision Identifying and managing risks while ensuring children receive appropriate supervision across school activities and settings	– Allocates staff clearly – Uses proportionate risk controls – Responds effectively to change or emergencies	– Risk assessments – Deployment and supervision plans

		– Incident learning
9. Partnership and Communication Working collaboratively and sharing information appropriately to coordinate support across education, care and specialist services	– Shares appropriate information – Works constructively across care and education – Follows through joint actions	– Meeting actions – Family and professional feedback – Coordinated transitions
10. Quality Resources and Improvement Using resources effectively and reviewing practice to improve the quality and impact of therapeutic support	– Uses resources responsibly – Checks support quality – Evaluates whether improvements benefit children	– Audit actions – Resource records – Feedback – Review of changes
11. Delegated Leadership and Resilience Exercising agreed authority responsibly while maintaining effective judgement and practice through reflection, support and self-awareness	– Uses authority within agreed limits – Escalates appropriately – Maintains effectiveness through reflection and support	– Cover examples – Decision records – Supervision – Development evidence

Overall Competency Assessment

For performance review and development purposes, each competency may be assessed using the following four-point rating scale:

Rating	Description
1. Developing	Requires regular guidance and support to demonstrate the competency consistently.
2. Competent	Meets the expected standard and demonstrates the competency consistently in day-to-day practice.
3. Highly Effective	Frequently exceeds expectations and positively influences the practice of others.
4. Outstanding	Demonstrates exemplary practice, acts as a role model for colleagues and consistently contributes to improving practice across the home.

This framework describes how effective performance is demonstrated. Use it alongside the job description and person specification in induction, supervision, appraisal and development. Assessment should consider consistency, judgement and the impact on children's experiences, supported by evidence from more than one source.

Core Competencies as a Therapeutic Practitioner

These competencies retain the therapeutic practitioner approach within the job description. Observation and working hypotheses inform support and consultation within the postholder's competence; specialist assessment and clinical treatment remain with appropriately qualified practitioners. Record strengths, evidence, development needs, support, an action owner and review date. Review through regular supervision and formal appraisal, and after a significant change or concern. Serious safeguarding or safety concerns require immediate action through the relevant procedure rather than waiting for appraisal. Evidence may include reflective supervision, half-termly group consultancy, observed interactions, children's and colleagues' feedback, anonymised discussion and examples of changes following reflection.

Therapeutic Competency	Observable Practice
1. Understanding of role	Understands the team leadership and Deputy DSL roles, authority and limits; maintains clear boundaries with teaching, operations, care and clinical responsibilities.
2. Understanding of the client group	Responds to children as individuals; understands trauma, SEMH needs and fear of learning without reducing children to labels.
3. Observation and working hypotheses	Notices behaviour, relationships and context; tolerates uncertainty, considers possible meanings and tests ideas through reflection and consultation.
4. Boundaries of the therapeutic community	Maintains reliable structures and professional boundaries; uses personal authority responsibly and supports appropriate participation and shared responsibility.
5. Therapeutic community methodologies	Engages with therapeutic theory and experience; values a culture of enquiry and uses community relationships to understand difficulties.
6. Communication	Listens actively; recognises that behaviour and emotion can communicate need; adapts communication to the child and situation.
7. Use of self	Recognises the effect of personal responses and relationships; remains authentic, thoughtful and professionally boundaried.
8. Reflective and reflexive practice	Reviews decisions and notices personal reactions as situations develop; uses supervision to understand their influence on practice.
9. Containing anxiety	Remains thoughtful under pressure; acknowledges mistakes and personal limits; seeks support and acts promptly when safety requires it.
10. The facilitating and external environment	Understands how space, routines and the wider community affect emotional security; uses everyday school experiences as opportunities for learning.
11. Organisational dynamics	Recognises patterns involving authority, power, anxiety and defensive responses; contributes to open discussion and clear accountability.
12. Participant observation	Observes self and others, reflects before intervening where safe, and learns from direct experience without becoming defensive.
13. The primary task	Keeps therapeutic support focused on children's safety, relationships and access to education; understands its contribution to the school and wider organisation.

Therapeutic Support Team Manager Accountability Framework

This Accountability Framework defines what the Therapeutic Support Team Manager owns, where collaboration is required and when further authority or specialist action is needed. Delegation should be explicit, matched to competence and supported by the time and resources needed to fulfil it.

The head teacher line-manages the role and retains overall school and educational leadership. The postholder is also directly responsible to the school operations manager for matters within that manager's operational and safeguarding remit. Conflicting priorities should be resolved with the head teacher, with executive support where needed.

The therapeutic support team manager owns team leadership and the quality of therapeutic and pastoral support delivered by the team. The school operations manager retains school operations, school-wide behaviour management oversight and the DSL's lead responsibility. Teachers retain responsibility for teaching; qualified specialists retain their professional assessment and treatment responsibilities; registered managers retain regulatory accountability for their homes.

Area of Accountability	The Therapeutic Support Team Manager is Accountable For:	Works With	Boundary and Escalation
1. Therapeutic Support	– The quality, consistency and daily coordination of the team's therapeutic practice.	– Head Teacher – School Operations Manager – Teachers – consultants	– Refer changes beyond agreed provision, capacity or competence to the appropriate leader or specialist.
2. Team Management	– Supervision, induction, performance monitoring and agreed deployment of therapeutic support assistants.	– Head Teacher – Teachers – School Operations Manager – Business manager / HR	– Staffing establishment, contracts and formal employment decisions remain with authorised managers.
3. Assessments and Plans	– Implementation and monitoring of agreed PAEN findings and specialist recommendations through team practice.	– PAEN facilitator – Psychotherapists – Teachers – relevant specialists – carers and parents	– Do not substitute personal hypotheses for specialist assessment or independently alter specialist interventions beyond competence.
4. Learning Support	– the team's therapeutic and pastoral contribution to participation in learning.	– Teachers – Head Teacher – Assigned support workers	– Teaching content, pedagogy and educational leadership remain with teachers and the Head Teacher.
5. Behaviour Support	– Consistent team implementation of agreed plans, incident follow-up and practice improvement.	– School Operations Manager – Teachers – Head Teacher – care teams	– School-wide oversight remains with the School Operations Manager. – Escalate unsafe practice, rising risk or policy concerns promptly.
6. Play and Community	– Therapeutic play and creative opportunities, recognition of achievements and agreed community activities.	– Children – Teachers – school leaders – carers and parents	– Activities and spending must follow educational priorities, risk controls and delegated approval arrangements.
7. Deputy DSL Duties	– Delegated safeguarding tasks, timely protective action, accurate records and agreed cover and handover.	– School DSL – Head Teacher – safeguarding partners	– DSL lead responsibility remains with the School Operations Manager.

		– other trained deputies	– Urgent referrals and protection must not wait for routine approval.
8. Concerns About Adults	– Recognising, recording and reporting concerns through the appropriate route – Supporting authorised safeguarding action	– DSL – designated case manager – Head Teacher or proprietor route – Business manager / HR – LADO	– Use an alternative route where the usual recipient is implicated. – Do not conduct an unauthorised investigation.
9. Safety and Supervision	– Own safe team practice – Allocated supervision and relevant risk controls during routines, visits and transitions.	– Teachers – School Operations Manager – competent advisers	– Report significant or unresolved hazards immediately. – Premises management and school-wide safety coordination remain with the School Operations Manager.
10. Records and Partnerships	– Own accurate therapeutic support records – Appropriate information sharing – Follow-through of agreed joint actions.	– Teachers – DSL – care teams – families – specialists – information-governance lead	– Maintain confidentiality and access controls – report breaches immediately – refer complex disclosure requests.
11. Resources and Improvement	– Own agreed therapeutic resources – Delegated expenditure – Completion of team improvement actions.	– School Operations Manager – Head Teacher – Training Manager – Finance Director and team	– Seek approval for spending or commitments beyond limits and changes affecting wider school provision.
12. Leadership Cover	– Own delegated non-teaching functions when both school leaders are absent – Agreed on-call support.	– Designated educational cover – trained safeguarding cover – Executive Team	– Cover does not automatically transfer all Head Teacher or School Operations Manager duties. – Escalate beyond the written plan.

Escalation Expectations

- Immediate safeguarding risk: secure protection, make appropriate external referrals or contact emergency services, and follow safeguarding reporting arrangements without delaying action.
- Significant support, behaviour or safety concern: take action within competence and inform the DSL or School Operations Manager and Head Teacher promptly; use agreed executive cover when necessary.
- Concern involving a usual reporting recipient: use the designated alternative safeguarding or management route, including external routes where appropriate.
- Disagreement about plans, specialist advice or competing instructions: explain the concern and seek a decision from the relevant professional or Head Teacher; maintain necessary protection while resolving it.
- Routine team matters: resolve within delegated authority, keep an appropriate record and report through supervision. Escalate when risk increases, progress stalls or authority is insufficient.

THE LIONCARE GROUP: SUCCESS PROFILE

Therapeutic Support Team Manager

Role Purpose

An outstanding Therapeutic Support Team Manager leads a skilled, reflective and consistent team, primarily based at The Lioncare School. They ensure children receive high-quality therapeutic and pastoral support that strengthens emotional security, relationships and engagement in education. They demonstrate excellent professional judgement, develop colleagues and fulfil Deputy DSL responsibilities, working closely with the Head Teacher and School Operations Manager to improve children's experiences and outcomes.

Lead

An outstanding Therapeutic Support Team Manager will:

- Lead the Therapeutic Support Team with warmth, clarity and confidence.
- Translate The Lioncare Group's therapeutic approach into consistent daily practice.
- Set clear expectations and hold team members accountable for their work.
- Provide reliable supervision, appraisal and individual development planning.
- Model thoughtful therapeutic practice and sound professional judgement.
- Coordinate team deployment with teachers and school leaders.
- Promote a culture of respect, openness and shared responsibility.
- Remain calm and purposeful during incidents and unexpected situations.
- Use delegated authority responsibly and escalate beyond agreed limits.
- Be recognised as a dependable source of guidance and therapeutic understanding.

Care

An outstanding Therapeutic Support Team Manager will:

- Build safe, trusting and therapeutic relationships with children.
- Guide the team to demonstrate warmth, empathy and emotional availability.
- Recognise trauma, anxiety and disrupted relationships in children's experience of school.
- Help children regulate emotions and develop confidence and resilience.
- Ensure children feel listened to, respected and valued.
- Promote play, creativity and community participation as opportunities for growth.
- Encourage children's participation in decisions affecting their support.
- Respect children's rights, dignity, identity and individual needs.
- Maintain consistent boundaries whilst remaining nurturing and supportive.
- Help children feel secure enough to engage in learning and relationships.

Safeguard

An outstanding Therapeutic Support Team Manager will:

- Promote safeguarding as a priority in every aspect of team practice.
- Recognise emerging risks and act promptly on concerns.

- Fulfil delegated safeguarding responsibilities competently as Deputy DSL.
- Provide reliable agreed cover and handover for the school DSL.
- Maintain professional curiosity and listen carefully to children's experiences.
- Ensure relevant risk assessments guide support and supervision.
- Maintain accurate, secure safeguarding records within agreed arrangements.
- Challenge unsafe practice and use the correct reporting routes.
- Keep safeguarding knowledge, training and referral awareness current.
- Work with the school DSL and safeguarding partners to protect children.

Deliver

An outstanding Therapeutic Support Team Manager will:

- Deliver consistent therapeutic and pastoral support through a well-led team.
- Coordinate support with teachers whilst respecting educational responsibilities.
- Embed PAEN findings in agreed support plans.
- Translate specialist recommendations into understood and reviewed daily practice.
- Lead team implementation of agreed behaviour support plans.
- Promote prevention, co-regulation and thoughtful responses to distress.
- Ensure clear records, timely reporting and follow-through of agreed actions.
- Coordinate safe supervision during routines, transitions and activities.
- Use therapeutic resources responsibly within delegated limits.
- Provide dependable non-teaching leadership cover within agreed authority.

Support

An outstanding Therapeutic Support Team Manager will:

- Support colleagues through positive role modelling and practical guidance.
- Help staff understand children's needs and the meaning of their behaviour.
- Provide effective induction and mentoring for new team members.
- Coach colleagues through observation, feedback and reflective supervision.
- Build constructive teamwork with teachers and other support workers.
- Recognise good practice and celebrate colleagues' development.
- Address inconsistency or performance concerns fairly and promptly.
- Support staff wellbeing whilst maintaining clear professional expectations.
- Encourage colleagues to seek advice and recognise their limits.
- Promote a learning culture in which uncertainty can be discussed openly.

Improve

An outstanding Therapeutic Support Team Manager will:

- Reflect critically on personal leadership, relationships and team practice.
- Use supervision and half-termly group consultancy to deepen understanding.

- Learn from incidents, feedback, audits and children's experiences.
- Review whether support plans improve participation and emotional wellbeing.
- Identify gaps in staff understanding, resources or consistency.
- Contribute therapeutic evidence to school improvement and quality assurance.
- Implement agreed changes and check their impact in daily practice.
- Encourage professional curiosity and thoughtful ideas for improvement.
- Develop therapeutic knowledge and leadership skills through ongoing learning.
- Help the team evidence the quality and impact of its work.

Demonstrate

Professional Values

The Therapeutic Support Team Manager consistently demonstrates:

- Compassion.
- Integrity.
- Honesty.
- Respect.
- Accountability.
- Professionalism.
- Reliability.
- Emotional resilience.
- Positive attitude.
- Commitment to continuous improvement.

Therapeutic Values

The Therapeutic Support Team Manager consistently demonstrates:

- Emotional attunement.
- Relationship-based practice.
- Reflective practice.
- Curiosity rather than judgement.
- Consistency.
- Hopefulness.
- Patience.
- Understanding.
- Acceptance.
- Belief in children's capacity to change and recover.

What Success Looks Like

Children

Children consistently report that they:

- Feel safe at school.
- Feel listened to and understood.
- Feel respected and accepted as individuals.
- Trust the adults supporting them.
- Feel supported when learning or relationships are difficult.
- Know they can ask for help.
- Experience consistent and caring boundaries.
- Enjoy opportunities to play, create and belong within the school community.
- Feel more confident about learning and their future.

Colleagues

Colleagues describe the Therapeutic Support Team Manager as someone who is:

- Approachable.
- Supportive.
- Calm under pressure.
- Professional.
- Knowledgeable.
- Fair and consistent.
- Encouraging.
- Reliable.
- Trustworthy.
- A positive role model.

Managers

Managers recognise the Therapeutic Support Team Manager as someone who:

- Can be relied upon to lead and develop the Therapeutic Support Team.
- Maintains consistent, individualised therapeutic and pastoral support.
- Works effectively with teachers and school leaders.
- Demonstrates sound judgement and clear professional boundaries.
- Fulfils Deputy DSL duties and escalates safeguarding concerns promptly.
- Produces accurate records and useful reports on practice and progress.
- Ensures agreed plans and specialist recommendations guide team practice.
- Uses supervision, feedback and evidence to improve support.
- Promotes The Lioncare Group's values and respects agreed lines of accountability.
- Makes a measurable contribution to children's engagement and wellbeing.

External Professionals

Professionals working with the school experience the Therapeutic Support Team Manager as someone who:

- Communicates clearly, respectfully and professionally.
- Works collaboratively across education, care and specialist services.
- Advocates effectively for children and represents their experiences.
- Understands children's emotional needs and barriers to learning.
- Translates agreed recommendations into consistent support within competence.
- Represents The Lioncare Group positively and follows through agreed actions.

Overall Success Statement

An outstanding Therapeutic Support Team Manager is recognised for the difference their leadership makes to children's daily experience of school and to the quality of the team's practice. They combine therapeutic understanding, compassion and professional judgement with clear expectations, dependable supervision and a commitment to safeguarding.

Through their relationships, guidance and collaboration with the Head Teacher, School Operations Manager and other professionals, they help create a school community in which children feel safe, develop confidence, strengthen relationships and engage in learning. Their success is reflected in a capable, reflective team and in positive, lasting outcomes for children.

Responsibility Split Between the Head Teacher, the School Operations Manager and the Therapeutic Support Team Manager

The Head Teacher retains overall school and educational leadership. The School Operations Manager leads school operations, safeguarding as Designated Safeguarding Lead (DSL), and school-wide behaviour oversight. The Therapeutic Support Team Manager leads the team's daily therapeutic and pastoral practice and fulfils Deputy DSL responsibilities. The roles work together to support children's welfare, engagement in education and positive outcomes.

Area	Head Teacher Overall School and Educational Leadership	School Operations Manager Operational Leadership and School DSL	Therapeutic Support Team Manager Therapeutic Practice and Team Leadership
School strategy and improvement	Leads school direction, educational priorities and improvement.	Translates priorities into operational plans and system improvements.	Implements and reviews improvements to team practice and support.
Curriculum teaching and learning	Leads curriculum, teaching, assessment and pupil progress.	Ensures operations and resources enable educational delivery.	Coordinates therapeutic and pastoral support with teachers to strengthen engagement.
Therapeutic practice	Ensures therapeutic provision is integrated with education.	Ensures operational arrangements support therapeutic provision.	Leads the quality, consistency and development of team practice.
Assessments and support plans	Oversees educational planning and integration of support.	Coordinates resources and behaviour arrangements supporting plans.	Embeds PAEN findings, Boxall Profiles and agreed specialist recommendations in support.
Behaviour policy and oversight	Leads policy approval within agreed governance arrangements; reviews educational impact.	Leads school-wide implementation, consistency and behaviour review.	Leads team implementation of agreed plans, staff guidance and practice review.
Behaviour incidents	Reviews educational implications and decisions requiring school authority.	Oversees incident patterns, recording arrangements and school-wide learning.	Coordinates the team's immediate response, follow-up, records and reflection.
Safeguarding	Ensures effective school arrangements and resources; remains informed of significant concerns.	Acts as school DSL; retains ultimate lead responsibility for child protection.	Acts as Deputy DSL; undertakes delegated activity, protective action and agreed cover.
Line management and supervision	Line-manages both managers; leads educational workforce priorities.	Line-manages assigned operational staff; coordinates workforce administration.	Directly line-manages and supervises Therapeutic Support Assistants.
Staff deployment and cover	Sets educational priorities and resolves competing staffing demands.	Coordinates operational cover and wider non-teaching arrangements.	Agrees team deployment with teachers and leaders; checks safe support and supervision.
Recruitment and performance	Leads workforce priorities and decisions within authorised employment arrangements.	Coordinates operational recruitment and administration with HR; manages assigned staff.	Supports recruitment and induction; manages team performance within authority.

Training and development	Agrees school development priorities and capacity.	Coordinates operational training; delivers WAVE with Shelley and safeguarding training with Jane.	Coaches and develops the team; checks learning is applied in practice.
Health safety and risk	Ensures safe educational arrangements; escalates serious school risks.	Coordinates school-wide health and safety, risk reviews and emergency arrangements.	Implements child, group and activity risk controls; checks team supervision.
Premises transport and equipment	Agrees suitability and priorities for the learning environment.	Coordinates premises, repairs, cleaning, equipment and transport.	Identifies support needs, uses resources safely and reports hazards.
Safeguarding	Ensures effective school arrangements and resources; remains informed of significant concerns.	Acts as school DSL; retains ultimate lead responsibility for child protection.	Acts as Deputy DSL; undertakes delegated activity, protective action and agreed cover.
Line management and supervision	Line-manages both managers; leads educational workforce priorities.	Line-manages assigned operational staff; coordinates workforce administration.	Directly line-manages and supervises Therapeutic Support Assistants.
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Health safety and risk	Ensures safe educational arrangements; escalates serious school risks.	Coordinates school-wide health and safety, risk reviews and emergency arrangements.	Implements child, group and activity risk controls; checks team supervision.
Premises transport and equipment	Agrees suitability and priorities for the learning environment.	Coordinates premises, repairs, cleaning, equipment and transport.	Identifies support needs, uses resources safely and reports hazards.

Each role remains accountable for its own decisions and delegated work. Whole-school leadership, the DSL's lead responsibility and the proprietor's legal responsibilities remain distinct. Shared work should have a named lead, clear actions and an agreed review point. The Registered Manager is responsible for strategic, regulatory, quality assurance and external leadership.

How the Responsibilities Work Together

Head Teacher

The Head Teacher is responsible for overall school and educational leadership, including curriculum, teaching, learning, pupil progress and improvement. They bring together educational, operational and therapeutic information to set priorities and ensure coherent, high-quality therapeutic education. They line-manage both managers, agree objectives and delegation, and resolve competing priorities. Decisions reserved to the Executive Team or proprietor follow agreed governance arrangements.

School Operations Manager

The School Operations Manager is responsible for safe, effective operations and the systems, resources and environment that support education. They lead school-wide behaviour oversight and safeguarding as DSL. They coordinate non-teaching functions through the agreed management structure, while the Therapeutic Support Team Manager retains direct management of the support team. Their assurance covers operational compliance, premises, health and safety, staffing coordination, records and delegated financial processes.

Therapeutic Support Team Manager

The Therapeutic Support Team Manager is responsible for the quality and consistency of therapeutic and pastoral support delivered by the team. They supervise and develop Therapeutic Support Assistants, coordinate support with teachers, translate assessments and specialist recommendations into daily practice, and review children's experience and progress. They lead team implementation of behaviour support and safe supervision, and undertake delegated safeguarding duties and agreed cover as Deputy DSL.

Reporting Authority and Professional Boundaries

- The Head Teacher is the line manager of both managers. The Therapeutic Support Team Manager is also directly responsible to the School Operations Manager within that manager's operational and safeguarding remit. Conflicting priorities are resolved with the Head Teacher, or agreed executive cover.
- Teachers determine teaching content and pedagogy within the Head Teacher's educational direction. Qualified specialists retain clinical assessment and treatment responsibilities; the support team implements agreed recommendations within its competence.
- Delegating safeguarding activities to trained deputies does not transfer the DSL's ultimate lead responsibility for child protection. Urgent protection or referrals must not wait for routine management approval. Concerns about adults follow the designated route, using an alternative where the usual recipient is implicated.

What This Structure Enables

- A Head Teacher focused on educational direction, teaching quality, pupil progress and school improvement.
- A School Operations Manager providing dependable operations, safeguarding leadership and school-wide behaviour assurance.
- A Therapeutic Support Team Manager visible in daily practice, developing the team and strengthening children's emotional security, relationships and participation.

Applying the Split in Practice

Behaviour Support and Learning

When a child struggles to enter lessons, the Therapeutic Support Team Manager reviews needs and daily support with the teacher, child and relevant carers or specialists. The School Operations Manager reviews behaviour patterns, routines and practical barriers. The Head Teacher agrees educational priorities and adjustments. Together they identify a lead for the plan, communicate actions and review whether support helps the child engage.

Staffing and Immediate Safety

When absence creates a gap in supervision, the Therapeutic Support Team Manager identifies requirements and proposes team deployment. The School Operations Manager coordinates operational cover and checks capacity. The Head Teacher resolves competing educational priorities or significant changes to provision. During an incident, adults act immediately to protect children, and leaders coordinate follow-up within their responsibilities.

Cover During Absence

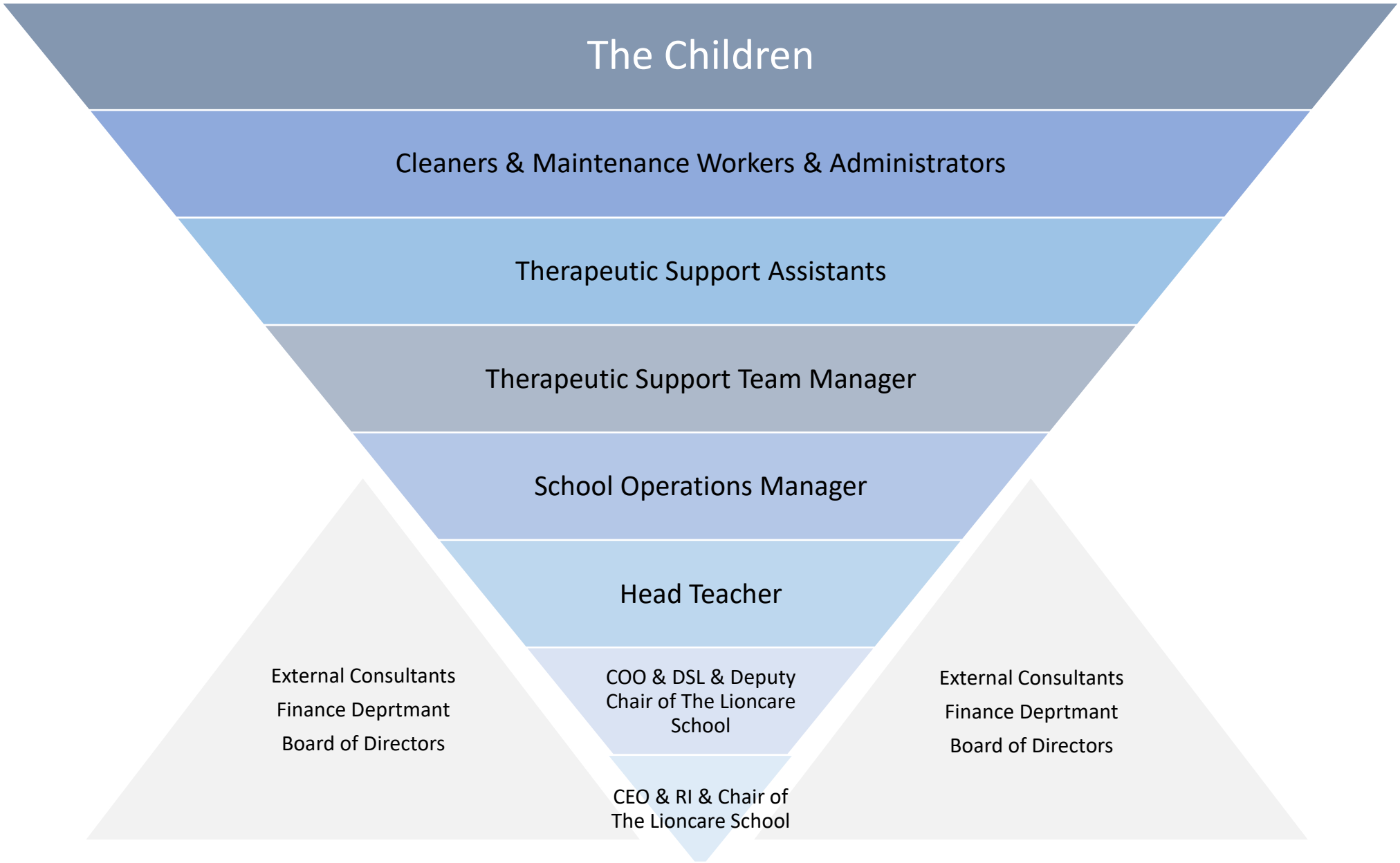
When the Head Teacher is absent, the School Operations Manager coordinates the operational response under the agreed cover plan, with designated educational leadership cover. When the School Operations Manager is absent, operational duties are explicitly allocated and the Therapeutic Support Team Manager provides agreed cover as a trained Deputy DSL. When both are absent, the Therapeutic Support Team Manager assumes delegated non-teaching authority. Teaching functions remain with appropriate teachers or designated educational leadership.

Cover arrangements identify decision limits, duration, safeguarding availability, access to records, escalation contacts and handover. Responsibilities beyond the plan go to the agreed executive lead. Deputies should be trained to the same standard as the DSL, with reliable safeguarding cover arrangements during absence.

Wider Organisational Duties

The School Operations Manager's organisational DSL cover during the Chief Operating Officer's (also overall DSL for The Lioncare Group) absence is a separate agreed duty. Maintenance-team management remains a potential addition requiring explicit delegation. These duties do not automatically pass to the Therapeutic Support Team Manager. Cross-service responsibilities require clear authority, capacity and reporting arrangements; Registered Managers retain accountability for their homes.

Structural Model for Roles & Positions Within Our Independent SEMH Special School



Lioncare
specialist services for children