

## JOB DESCRIPTION

<b>Title of Post:</b>	School Counsellor
<b>Purpose of Job:</b>	<p>The role involves work</p> <ul style="list-style-type: none"> <li>- With students to improve their emotional health and wellbeing</li> <li>- With the school to assist in developing overall provision and</li> <li>- With parents to improve their confidence in building their own and their children's resilience</li> </ul>
<b>Line Manager:</b>	Deputy Headteacher
<b>Responsible to:</b>	Headteacher
<b>Liaison with</b>	Teaching staff, support staff, students, parents/carers, and outside agencies as applicable
<b>Particular:</b>	<ul style="list-style-type: none"> <li>• To work with the Pastoral Managers, Raising Standards Leaders, Deputy Headteacher and Designated Safeguarding Lead to assess and identify students' referral to the counselling service.</li> <li>• To liaise with the Designated Safeguarding Lead, Deputy Headteacher and/or Pastoral Managers regarding referrals and referral on to other agencies.</li> <li>• To provide literature for stakeholders to explain the school's counselling service.</li> <li>• To provide 1:1 or group counselling.</li> <li>• To maintain high standards of professional practice, complying at all times with the</li> <li>• British Association Counselling and Psychotherapist Ethical Framework (as applicable) and the policies and practices of the school/Trust.</li> <li>• To offer support to identified students with practical emotional or mental health problems. Liaising with the Deputy Headteacher, Pastoral Managers, Pathway Manager, Behaviour and Learning Hub Manager and parents/carers as appropriate.</li> <li>• To undertake filing, photocopying and word processing relevant to the post.</li> <li>• To exercise a commitment to the mission statement and stated ethos of the school including all current school policies.</li> <li>• To be familiar with and comply with the school's Child Protection Policy.</li> <li>• To attend monthly clinical supervision, training courses and team meetings as required.</li> <li>• To keep accurate case records and evidence of work done and to write reports when required, including an annual report on work completed.</li> <li>• Monitor and evaluate the service on a regular basis.</li> <li>• To provide accurate annual statistics for the school.</li> <li>• To maintain an appropriate database.</li> <li>• To keep abreast of developments in counselling and take part in research activities as required.</li> <li>• To communicate effectively with students, colleagues, and staff from other agencies.</li> <li>• To demonstrate initiative, creativity, self-direction, and self-awareness.</li> <li>• To operate as a member of a team.</li> <li>• To establish a relationship of trust and respect with students and stakeholders.</li> <li>• To agree a counselling contract to determine what will be covered in sessions (including confidentiality issues).</li> </ul>

	<ul style="list-style-type: none"> <li>• To encourage students to talk about issues they feel they cannot normally share with others.</li> <li>• To actively listen to students' concerns and empathise with their position.</li> <li>• To help students towards a deeper understanding of their concerns and to help students to make decisions and choices regarding possible ways forward.</li> <li>• To keep records up to date and to utilise appropriate reporting tools e.g. My Concern.</li> <li>• To maintain confidentiality at all times within the ethical framework and school/Trust policies.</li> <li>• To liaise and meet with outside professional medical/therapeutic agencies as required.</li> <li>• To liaise with tutors and placement organisers at Essex University, Relate (Anglia Ruskin University), and students and complete appropriate internal and external paperwork.</li> <li>• To undertake assessments and to ensure the suitability of students if placed with a trainee or placement student.</li> <li>• To contribute and develop ongoing and new therapeutic projects.</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with the Line Manager.</li> <li>• To comply with individual responsibilities in accordance with the role of health and safety in the workplace.</li> <li>• Ensure that all duties and services provided are in accordance with the Trust's Equal Opportunities Policy.</li> <li>• The Trust Board is committed to safeguarding and promoting the welfare of the students and young people and expects all staff and volunteers to share in this commitment.</li> <li>• To be aware of and comply with policies and procedures relating to child protection</li> <li>• reporting any concerns to the appropriate person in order to maintain a safe and secure learning environment for students.</li> </ul>

*The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills, and grade.*

## School Counsellor Person Specification

	Criteria	How these may be assessed
<b>Essential Criteria</b>	<b>Qualifications</b>	
	BACP Accreditation, UKCP and/or NSC registration or equivalent, or working towards.	Q
	Therapeutic training or experience in working with children and young people.	Q
	Postgraduate Diploma, Degree or Masters level in Counselling or Psychotherapy.	Q
	<b>Knowledge and Experience</b>	
	Knowledge of local and national mental health provisions and Children's Act and legislation pertaining to children.	I, A
	Experience of working with young people in a school setting.	I, A
	Awareness of a range of needs of people from diverse ethnic, cultural, and social backgrounds.	I, A
	Understanding of aspects/influences of health and wellbeing.	I, A
	Working knowledge of legislation about data protection.	I, A
	Working knowledge of the BACP Ethical Framework.	I, A
	Experience of working with families and external agencies.	I, A
	An understanding of the developmental, emotional, social, and educational issues of children and young people.	I, A, R
	<b>Skills and Attributes</b>	
	Excellent oral, written and listening skills for a range of audiences, especially young people.	I, A, R
	Ability to build rapport and trust with young people as a respected champion of health.	I, A, R
	Inspire and support others to put their health and wellbeing back on track and make behaviour changes.	I, A
	Understanding of the triggers, causes and presentation of challenging behaviour and the ability to manage it.	I, A
	Focused on providing an effective and responsive counselling service meeting student needs as efficiently as possible.	I, A
	Patience, tolerance, and sensitivity; mature and non-judgemental outlook.	I, A
	Ability to work independently.	I, A, R
	Ability to set and maintain clear and appropriate boundaries.	I, A
	Commitment to maintaining confidentiality.	I, A
	Approachable, empathetic, organised, consistent, and committed	I, A
	Flexibility to meet the needs of the service as necessary.	I, A, E
	Ability to model appropriate behaviours to both colleagues and students.	I, A, R
	Punctual with excellent personal and professional boundaries.	I, A, R
	<b>Safeguarding Children, Young People and Vulnerable Adults</b>	

	A willingness to undergo and maintain safeguarding training at Deputy Safeguarding Lead Level.	I
	Understand their role in the context of safeguarding children, young people, and vulnerable adults in line with the school and Trust policies.	I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	I
	Have excellent working knowledge of key legislation relating to safeguarding children and vulnerable members of the community.	I, E, A
	Compliance with all school and Trust policies.	I, A
<b>Desirable Criteria</b>	All modalities may be considered. CBT skills preferable.	
	Experience in shorter-term/targeted counselling (e.g. working within an agreed number of sessions).	E, I
	Experience of using YP Core or other sessional measures within counselling sessions.	E, I
	Experience of working as part of a multi-disciplinary team.	E, I
	A minimum of two years' post qualification experience.	E, I, A
	Recent proven successful experience working in a secondary school setting or other youth provision.	E, A, I
	Experience of facilitating groups and running workshops.	E, A, I
	Experience of running nurture groups and of play therapy.	E, A, I
	Proven recent success in planning and delivering workshops for young people on relevant mental health and wellbeing topics.	E, A, I
	Experience of delivering training.	E, A, I

**Qualification/Interview/Application/Experience/Reference**