



Child Care Counsellor

To provide a complementary service to teachers and pastoral staff in school, addressing the mental health needs of individual children who need to help to overcome a crisis of trauma thus reducing barriers to learning.

Due to the complex and often challenging nature of our children, there is an expectation that all staff contribute to the shared responsibility and care of our learners. At times this will present situations and behaviour that is significantly different to a mainstream setting, this may include but is not exhaustive:

- Students have severe social, emotional and mental health difficulties with resulting significantly challenging behaviour.
- Students require constant supervision to ensure their own safety and that of peers and/or adults with positive, restrictive intervention strategies or positive handling techniques.
- Students may exhibit very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff, this can be unpredictable.
- Behaviours associated with mental health disorders demonstrated e.g. moderate/severe anxiety/depression, suicide ideation, deliberate self-harm, eating disorders, psychotic symptoms that are having a significant impact upon daily functioning and therefore require involvement from mental health professionals

Grade:	10 (23-26)
Hours:	Term Time Only + Inset Days
Responsible To:	Lead of safeguarding
Responsible For:	Future trainee therapists and counsellors
Key Relationships/ Liaison with:	SENCO / Inclusion Manager, Teachers, Other classroom support staff
Occupational Standards:	Leadership team, teachers, all classroom support staff, SENCo

Main duties and responsibilities

- To counsel and assess individual students support needs.
- To encourage and reinforce positive behaviour of students.
- To keep families/carers of children informed of the students' needs and progress, and to build positive relationships.
- To support students in achieving their potential.
- To foster independence and self esteem in pupils.
- To ensure clear communication to the team from meetings attended.

Day to Day responsibilities

- Assists in the personal, social and emotional development of pupils and in the development of self esteem.
- Works with students and plan a course of counselling sessions for individual students keeping records as appropriate.
- Maintains regular contact with families/carers of children.



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- Writing reports for various audiences that informs future planning.
- Monitors and provides for the general care, safety and welfare of pupils including tasks connected with the social education of the pupil.
- Accompanies pupils as directed within school and on educational visits/trips, in accordance with an appropriate risk assessment and LEA guidance.
- Attend relevant meetings.
- Provides short periods of support to staff during crisis and distress.
- To be proactive in matters relating the Health & Safety and Child protection/safeguarding etc.
- To provide appropriate supervision to individuals or groups in a variety of settings; including school, Pupils home environment etc.
- To liaise with staff and other relevant professionals and provide specialist support and advice to meet the needs of the pupils, including attendance at, and contribution to, reviews; Liaises with other professionals, such as speech therapists and occupational therapists, etc.
- To share and adopt best practice and specialist training with other staff.
- To implement and promote the Trust and schools, SNTS policies and procedures relating to all areas of employment and service delivery.
- Attends mandatory SEN training e.g. CAMH's, Social Worker, Team-Teach, Autism, ADHD, behaviour, child protection, safeguarding etc.
- To undertake work and responsibilities in line with the training and development requirements.

Risk Encountered

- There is a higher level of risk to personal safety or injury, illness, damage to clothing due to SEN needs of pupils who can display disruptive, and socially unacceptable behaviour, but all SEN schools attempt to reduce this risk by ensuring all staff take part in additional training e.g. Form part of the school's RAP (Resource Allocation Panel), reporting on student progress, impact and rationale for caseload.
- Supervise pupils on the playground to ensure safety for all pupils this may include 1:1 support of pupils who are at risk of absconding, hurting others, climbing, aggressive behaviour or inappropriate behaviour (stripping off clothing and sometimes sexualised behaviour to other pupils or staff).
- Frequently at risk of injuries from physical abuse such as, spitting, scratching, pinching, biting, punching, kicking, throwing furniture and also subject to verbal abuse. Also frequent damage to clothing, sustained by intervention due to the need to keep pupils safe (from themselves) and inappropriate behaviour due to their sensory impairments.
- Policies, risk assessments, positive handling plans are in place, but staff do need to be aware that pupils with complex needs, e.g. Autism may have no communication and have the potential to display all or some of the behaviours described below.
- Deals with sickness, first Aid, epilepsy (Trained first Aiders only).

- Risk of allegations from pupils in special schools is higher due to the need of more physical intervention involved from team teach, Manual handling etc (Schools will have Health and Safety policies in place to minimise this risk where possible).
- Pupils who have recently been excluded from mainstream education or have been out of education for a long period will require an enhanced level of support due to low self-esteem issues which may manifest itself in physical or verbal abuse towards staff this will usually settle after a period of specialist intervention by all staff. Evidence for this section can be found in school's incident books, behaviour logs, Holding till calm logs and first Aid books.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- The nature of the work may involve the post holder carrying out work outside of normal working hours.
- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Job Title: Childcare Counsellor

Grade: 10 (23-26)

	Essential	Desirable	How assessed
<p>Qualifications</p> <ul style="list-style-type: none"> Evidence of sound level of general education, including GCSE English and Maths (A*-C) or equivalent (level 2 Basic Skills Literacy/Numeracy) Has a recognised qualification in therapy/counselling and be registered with an appropriate body eg Level 4 or above UKCP. ICT Skills sufficient to perform role with regard to use of SIMS/Scholarpack, software packages related to presentation of information to staff and students. Willingness to undertake DSL training and refreshers. Hold enhanced DBS CBT Qualified Grief trained Mental Health First Aider trained Relevant higher-level education / professional qualification or other accreditation. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p></p> <p></p> <p></p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p>
<p>Experience</p> <ul style="list-style-type: none"> Have a thorough knowledge of the Mental Health provision locally and nationally. Ability to deal sensitively with vulnerable students and their families. Sound understanding of confidentiality issues. Experience of working effectively with children and young people in a learning environment. Awareness of child protection issues. Reliable with regard to all aspects of working practice. Ability to remain patient and calm in challenging situations. Ability to work effectively within a team environment, understanding roles and responsibilities. Ability to build effective working relationships with all learners and colleagues and to perform and maintain appropriate professional relationships and boundaries with colleagues and students. Ability to promote a positive ethos and role model positive attributes. Experience of working to support young peoples learning. Positive problem solving attitude. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>App/Int/Ref</p>



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	Essential	Desirable	How assessed
Knowledge <ul style="list-style-type: none"> Knowledge of child protection, health and safety procedures and their application in a school setting. Awareness of a range of frameworks that support the education, development and well-being of children. Able to relate policies & frameworks relate to the subjects/support required. In-depth and thorough counselling skills. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 		App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref
Skills/Attributes <ul style="list-style-type: none"> Able to plan own work and to exercise initiative and independent action. Able to present information effectively, verbally and in writing. Able to transfer theory/training into practice and demonstrate skills of problem-solving drawing on relevant experience. Able to work with professionals, parent/carers and to offer ideas. Able to relate well to adults and children their learning difficulties and their needs. Good communication and interpersonal/listening skills. Able to work effectively in a team. Able to take direction but be prepared to take initiative when required. Able to establish clear boundaries 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 		App/Int/Ref App/Int/Ref/Test Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref
General Circumstances <ul style="list-style-type: none"> An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. Attend all in house training at staff meetings, e.g. Safeguarding, Health & Safety, Child Protection etc. 	<ul style="list-style-type: none"> ✓ ✓ 		App/Int App/Int
Factors not already covered <ul style="list-style-type: none"> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010. 	<ul style="list-style-type: none"> ✓ 		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)