



School Counsellor

Job description and person specification

Title:	School Counsellor
School:	Putteridge High School
Responsible To:	Assistant Headteacher
Grade:	L6
Hours / Weeks:	37 hour per week / term time + 5 inset days

Purpose of Post:

To provide a high-quality mental health and well-being service for young people aged 11-16 experiencing a broad range of social, emotional or mental health problems. To support young people to develop skills, self-awareness and self-confidence in a safe, non-judgemental, empathetic, therapeutic environment to enable them to respond to issues that affect them.

Personal Specification:

The ideal candidate will have a strong understanding of how to work effectively with young people within a school setting and demonstrate an empathetic, non-judgemental and warm approach.

Organisation Chart:

Assistant Headteacher

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School Counsellor

Principal Responsibilities:

1. To provide high quality emotional support/counselling, to pupils with a range of needs which can take the form of either group or 1-2-1 sessions. Uphold good practice as described by the ELSA/BACP ethical guidelines, and always acting in the best interests of the young person.
2. To assess formally and informally the needs of the young person (including risk), to ensure that the appropriate support is in place. To communicate with other members of the wellbeing team, and make or support external referrals where appropriate.
3. To lead small group work sessions on mental health and wellbeing to pupils and/or parents.
4. To attend meetings or discussion sessions with parents if asked and as appropriate within agreed confidentiality guidelines.
5. To liaise with the pastoral and safeguarding team as and when required, and to report all safeguarding concerns through the desired channels and to maintain confidentiality.

6. To work with the pastoral team to devise appropriate and effective actions for targeting individual pupils who need support.
 7. To work in a variety of ways to support, motivate and challenge pupils and raise levels of achievement including through support in class, 1:1 support and group activities.
 8. To promote the ethos of the school with mentees in regards to standards of behaviour, dress code, punctuality and attendance.
 9. To provide support to pupils who may be at risk of exclusion or who need extra support readjusting to school life after school closures.
 10. To keep detailed monitoring and progress records and report on the implementation of action plans to the pastoral team and class teachers.
 11. To work closely with and under the supervision of the Assistant Headteacher to support individuals and groups of children as directed and help with administrative duties such as the preparation of paperwork for meetings and reviews.
- To triage mental health concerns and to be the first point of contact for Mental Health concerns and offer drop-in sessions
 - To manage the Student wellbeing ambassadors and the peer mentoring programme
 - To maintain the quality of the Wellbeing Weekly Powerpoint and to work with PSHCRE lead to embed mental health awareness within the curriculum
 - To conduct data analysis (SDQ's) and to continue working with MHST and other mental health professionals
 - To increase parental engagement via workshops, which will provide education on mental health and wellbeing. Also, to develop half-termly newsletters on mental health
 - To jointly manage the Staff Wellbeing Committee

Key Skills and Experience:

- Relevant experience of working with young people, ideally in a counselling role.
- Experience of working with complex cases
- Knowledge and understanding of key issues affecting young people
- Knowledge and understanding of child development.
- Knowledge and understanding of the impact of the therapeutic progress.
- An understanding of therapeutic interventions and working creatively with young people.
- Relevant counselling qualification at Diploma level.
- BACP registration and an ELSA qualification.
- Knowledge of safeguarding and child protection issues and procedures.
- Ability to work independently and collaboratively within a team.
- The ability to work empathetically in a non-judgemental environment.

Generic Responsibilities of all staff

- To consistently uphold the school's aims and strive to attain school targets.
- To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the school.
- To work with students within the framework of the school in a courteous, positive, caring and responsive manner.
- To take an active and positive role in the school's commitment to the development of staff and review procedures.
- To seek constantly to improve the quality of the school's provision.
- To present oneself in a professional way that is consistent with the values and expectations to the school.
- To be responsible for promoting and safeguarding the welfare of children and young persons.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head Teacher.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out.
- All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The Chiltern Learning Trust is committed to its schools working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across schools within the Trust by agreement with the Head Teacher.

Safeguarding Children

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which

offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.

CVs will not be accepted for any posts based in schools.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of counselling or role as an ELSA in an educational setting Demonstrable experience of working with young people	1,2 1,2	Experience of collaborative working with external organisations and agencies.	1,2
Skills/Abilities	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5		
Competencies	Able to demonstrate: Ability to form appropriate relationships with young people within a therapeutic framework Emotional resilience in working with challenging and complex cases Evidence of excellent verbal and written communication skills and the ability to actively listen	1,2 1,2 1,2	An understanding of child adolescent development and youth mental health	1,2

	Up to date with professional developments the field of counselling/ELSA.	1,2		
	Organised with effective planning and time management skills.	1,2		
	Ability to engage and relate to pupils and parents.	1,2		
Equality Issues	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2 1,2		
Specialist Knowledge	Knowledge and understanding of the impact of the therapeutic process	1,2	Knowledge and understanding of child development	1,2
Education and Training	Able to commit to relevant job training Level 2, 3 and 4 Diploma in counselling. Current membership with the BACP OR Fully trained ELSA	1,2 1,4 1,4		
Other Requirements				

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trust's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)