

School Counsellor

Job Description

Reports to: Head of Integrated Services & Therapy

Hours: One day per week 08:30 – 17:00 with 30 minutes lunch - (term-time only)

Salary scale: Grade R5, scale point 27 - 34 FTE: £27,621 - £31,068 per annum (Actual: £5,255.96 - £5,911.89), depending on experience.

Job Purpose

- The School Counsellor will be part of a transdisciplinary team that supports the physical, mental health and emotional wellbeing of pupils and students throughout the waking day curriculum.
- To provide support for the behaviour team, through the development, coordination and assessing of initiatives/interventions that promote pupil and student welfare while enhancing the overall engagement of pupils and students.

Key Accountabilities

1. Provide a high quality school counselling service
 - a) Liaise with trans disciplinary team and parents
 - b) Refer students to external agencies
 - c) Participate in student welfare and learning support meetings
 - d) Evaluate and improve counselling service
2. Safeguarding

Main Duties and Activities

- School Counsellor
- Provide a high quality school counselling service
- Meet with the Head of Integrated Services & Therapy, on a weekly basis about caseload, plan time/manage diary, discuss progress of identified pupils and students and amend the support offered as required.
- To manage referrals and diary.
- To assess the appropriateness of counselling for service users.

- Work on a 1:1 basis with pupils and students for counselling working from agreed referrals with the Head of Integrated Services & Therapy.
- Provide an independent and confidential counselling service to both day and residential pupils and students through 1:1 sessions and respond to their personal, social, emotional or educational concerns.
- To provide sessions after the school day ends for residential pupils/students when needed.
- Communicate with relevant staff to ensure good attendance to sessions, as well as monitor which lessons are missed for counselling and alternating sessions where possible to avoid one lesson being frequently missed.
- To maintain professional records of clinical work.
- To fulfil professional clinical supervision requirements.
- To fulfil professional CPD requirements.
- Produce regular reports on identified pupils and students for the Head of Education, Integrated Services, and outside agencies as required.
- Promote a caring and supportive environment where pupils and students' concerns can be explored in confidence.
- Liaise and meet with parents/carers, as required.
- Meet and liaise with the relevant representative from external agencies as required to discuss identified pupils and students.
- Maintain a high level of knowledge and awareness of changes and developments in the field of counselling.
- To devise and apply creative solutions that meet the needs of individuals and groups working within the policies, procedures, regulatory frameworks and standards provided by the British Association for Counselling & Psychotherapy.
- Ensuring best practice is developed to inform evidenced based decision-making, targeting of resources and achievement of outcomes.
- Contribute to the development of service policies and procedures.
- To assist in the development of the counselling strategy and identify areas of need and emerging issues.
- Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and pupils and students, and comply with school policies and procedures.
- Contribute to the school's safeguarding procedures by passing on any concerns regarding pupil and student welfare to the Safeguarding Team.
- Review the school counselling policy to ensure it is up to date and reflective of the school needs.

- Communicate with relevant staff to ensure good attendance at appointments and ensure that key welfare and safeguarding staff are kept informed of your work and pupil/student response.
- Liaise and attend meetings with parents/carers, as required.
- Manage a personal caseload.
- Engage parents and carers, maintaining good communication and identifying vulnerable parents to offer support.
- The education, welfare and safeguarding of designated classes, groups or individual pupils and students in accordance with the school's aims, objectives, schemes of work and policies.
- Coordinate multi-agency meetings and act as lead professional within a collaborative working model with external partners.
- Offer advice and guidance within school and in the wider community.
- Provide practical and emotional support to staff exercising their safeguarding role.
- Use a variety of approaches and skills to engage with and establish relationships with pupils and students who are experiencing emotional upset, which is a barrier to their learning.
- To vigorously broker other support services.
- Advocate and represent the interests of our pupils and students with other agencies and establishments when this requires substantial and sustained representation of their interests. This will require being on call out of school hours and being available to represent pupils and students when necessary.
- Ensure accurate records are kept of key information on own caseload.
- Ensure that members of the team keep adequate and accurate records.

Safeguarding

- Member of the safeguarding team.
- Contribute to the school's safeguarding procedures by passing on any concerns regarding pupil and student welfare to the Safeguarding Team.
- Share and contribute professional views and guidance around pupils' and students' emotional wellbeing.
- Liaise with outside agencies such as CAMHS, MASH depending on meeting outcomes.
- Attend external meetings where required.
- Designated Child Protection Officer.
- Ensure the school is carrying out its statutory responsibility (Education Act 2002) for safeguarding and promotion the wellbeing of students.

- Enhance pupils' and students' ability to assess and manage risk appropriately in order to keep themselves safe.
- Take responsibility, with the DSL, for Child Protection across the school as a Designated Officer.

General

- Input into the School Development Plan and SEF, ensuring that Safeguarding and pupil/student personal, social, health and wellbeing are prioritised.
- Establish and maintain a positive regard towards pupils, students and staff, promoting equality and diversity.
- Offer (or direct staff towards) appropriate training.
- Take responsibility for own training needs to ensure knowledge and skills are up to date, eg attend staff meetings and training.
- Participate in the school's Performance Management programme.
- Develop strategies and programmes in accordance with the priorities of the School Development Plan and other relevant national and local directives.
- Attend and lead assemblies as required.
- Play a full and active part in the life of the school.
- Work within professional standards and ethical boundaries, maintaining a high level of discretion and confidentiality.
- Contribute to the overall ethos and aims of the school.
- Carry out such additional duties as may be reasonably required from time to time by the Principal, Senior Leadership Team or Line Manager.
- Communicate with relevant staff to ensure good attendance to sessions, as well as monitor which lessons are missed for counselling and alternating sessions where possible to avoid one lesson being frequently missed.
- To maintain professional records of clinical work.
- To fulfil professional clinical supervision requirements.
- To fulfil professional CPD requirements.
- Produce regular reports on identified pupils and students for the Head of Education, Integrated Services, and outside agencies as required.
- Promote a caring and supportive environment where pupils and students' concerns can be explored in confidence.
- Liaise and meet with parents/carers, as required.
- Meet and liaise with the relevant representative from external agencies as required to discuss identified pupils and students.

- Maintain a high level of knowledge and awareness of changes and developments in the field of counselling.
- To devise and apply creative solutions that meet the needs of individuals and groups working within the policies, procedures, regulatory frameworks and standards provided by the British Association for Counselling & Psychotherapy.
- Ensuring best practice is developed to inform evidenced based decision-making, targeting of resources and achievement of outcomes.
- Contribute to the development of service policies and procedures.
- To assist in the development of the counselling strategy and identify areas of need and emerging issues.
- Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and pupils and students, and comply with school policies and procedures.
- Contribute to the school's safeguarding procedures by passing on any concerns regarding pupil and student welfare to the Safeguarding Team.
- Review the school counselling policy to ensure it is up to date and reflective of the school needs.
- Communicate with relevant staff to ensure good attendance at appointments and ensure that key welfare and safeguarding staff are kept informed of your work and pupil/student response.
- Liaise and attend meetings with parents/carers, as required.
- Manage a personal caseload.
- Engage parents and carers, maintaining good communication and identifying vulnerable parents to offer support.
- The education, welfare and safeguarding of designated classes, groups or individual pupils and students in accordance with the school's aims, objectives, schemes of work and policies.
- Coordinate multi-agency meetings and act as lead professional within a collaborative working model with external partners.
- Offer advice and guidance within school and in the wider community.
- Provide practical and emotional support to staff exercising their safeguarding role.

Responsibility:

- You will work with Teaching Assistants to plan literacy interventions, directing their time and overseeing their work with students
- Keep records of interventions and impact analysis.

Decision Making:

- Work with a high level of autonomy
- Prioritise intervention based on pupil/student needs
- Set own timetable
- Make recommendations for placements
- Keep records of interventions and impact analysis
- Reporting numeracy across the waking day curriculum

Main contacts and reason for the contact

- Pupils and students – to instruct, help and motivate them to learn by providing literacy support and guidance in groups and individually. To identify appropriate objectives and targets for each pupil/student in discussion with them and assess their progress against literacy targets
- Teachers – to work collaboratively with the teaching team supervising the pupils'/students' numeracy development
- Therapists – to work jointly with them to provide a child centred package of support to each pupil/student where all support is well integrated and complementary
- Teaching Assistants – to direct their support to improve literacy standards across the school
- Senior managers – to take direction and receive professional support. To work as part of a team to plan lessons and schemes of work. To discuss difficulties and seek guidance when concerns arise about particular pupils/students

Person Specification

Criteria		
<i>Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A;</i>		
<i>Assessed by Certificates = C; Assessed by References = R</i>		
Qualifications and Training		
• Educated to degree level or equivalent.	E	A
• Professional qualification in counselling or psychotherapy.	E	A
• BACP registration (British Association for Counselling & Psychotherapy).	D	A
• Accreditation or willingness to work towards accreditation	E	I

<ul style="list-style-type: none"> Willingness to participate in, and show commitment to, own continuing professional development. 	E	A, I
Knowledge and Experience		
<ul style="list-style-type: none"> Experience of counselling in the voluntary or community sector. 	E	A
<ul style="list-style-type: none"> Knowledge, understanding and experience of a range of behavioural difficulties and an understanding of the underlying causes and triggers and appropriate intervention strategies. 	E	A, I
<ul style="list-style-type: none"> Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy. The successful candidate will require an enhanced DBS disclosure. 	E	I
<ul style="list-style-type: none"> Appreciation of the issues of confidentiality. 	E	I, R
<ul style="list-style-type: none"> Experience of working in a support capacity in a school with pupils and students from Key Stage 2 – 5 	D	A, I
Skills and Abilities		
<ul style="list-style-type: none"> Ability to understand the expectations and rules of the school and apply school behaviour management policies and strategies. 	E	I
<ul style="list-style-type: none"> Ability to work flexibly to meet the needs of pupils and students and the school, updating and managing a weekly diary/appointment book and working with up to five pupils and students per (full) school day on a 1:1 basis. 	E	I
<ul style="list-style-type: none"> Ability to work with staff at different levels throughout the school and with outside agencies. 	E	I, R
<ul style="list-style-type: none"> Ability to plan and communicate effectively to pupils, students and staff at all levels. 	E	I, R
<ul style="list-style-type: none"> Ability to maintain calmness whilst working under pressure. 	E	I, R
<ul style="list-style-type: none"> Ability to foster good working relationships with staff and develop a rapport and empathy with challenging or disaffected pupils and students. 	E	I, R
<ul style="list-style-type: none"> Good ICT skills. 	E	A, I
<ul style="list-style-type: none"> Ability to plan and deliver training to colleagues and parents. 		
Personal Attributes		
<ul style="list-style-type: none"> Good listening skills. 	E	I
<ul style="list-style-type: none"> Presentation of an appropriate professional image in order to adhere to the school dress code. 	E	I

• Commitment to equal opportunities.	E	I
• Ability to both lead and work successfully as part of a team	E	I
• Genuine commitment to the ethos and work at St Dominic’s School.	E	I

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Date produced: Jan 20