

# GREAT SANKEY HIGH SCHOOL

School Counsellor

## JOB DESCRIPTION & PERSON SPECIFICATION





## **GREAT SANKEY HIGH SCHOOL**

### **JOB DESCRIPTION**

#### **School Counsellor**

**Core Purpose:** To provide counselling as part of the pastoral support within the school in order that pupils develop strategies to cope with emotional, behavioural and educational difficulties and thus prevent on-going and unresolved issues becoming the cause of future deterioration in their ability to function effectively at school. To provide training, advice and guidance to staff whose role it is to support pupils in emotional distress.

#### **Key Responsibilities:**

- To offer pupils individual or group counselling and support as appropriate, following assessment of individual needs.
- To provide support across a diverse range of issues including bereavement, transition, eating disorders, self-harm, depression, anger management, erratic behaviour, abuse of any kind, anxiety and fears.
- To be involved in strategies to successfully reengage and reintegrate students following suspensions or in response to identified patterns of behaviour over time.
- To perform duties within the codes of practice and ethics recommended by the British Association of Counselling and Psychotherapy (BACP), United Kingdom Council for Psychotherapy (UKCP) or equivalent organisation.
- Access, update and maintain the security of case records for each counselling session in accordance with the requirements of the Data Protection Act.
- To attend regular supervision with a suitably qualified supervisor.
- To liaise with the Pastoral Teams, SENCO, tutors, class teachers, parent/carers and personnel from external support agencies to ensure effective communication regarding maintenance of pupils' well-being.
- To contribute to safeguarding issues in liaison with school staff and external agencies where appropriate.
- To provide information to promote the counselling service, the role of the counsellor and to ensure that pupils, staff and parents are aware of the boundaries of confidentiality.
- To provide appropriate training and consultation to staff whose role it is to support pupils in distress.
- To present data to the Senior Leadership Team and Governors about the numbers of students using the service and provide a general overview about the types of problems presented by the users of the service.
- In consultation with the Deputy Headteacher, to present data to illustrate the impact of counselling.
- To review and evaluate the service, devise and, where appropriate, deliver a programme of training to support and develop the counselling provision.
- To report any welfare and/or child protection concerns in accordance with school policies.
- To take responsibility for one's own professional development, attending relevant courses and keeping abreast of current policy and practice across the education sector in relation to pupil behaviour and inclusion.
- To ensure that all activities undertaken are done so safely and to report any unsafe practices or conditions identified as soon as possible to a senior manager.
- To promote whole school emotional well-being through assemblies, contributions to the PSHE programme and school website.
- To actively promote the safeguarding and welfare of pupils at all times.

**In Addition to the above, the post holder will be expected to:**

- Continue to undertake staff development as appropriate.
- Perform such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

This job description is not necessarily a comprehensive definition of the post and will be subject to modification or amendment at any time after consultation with the post holder. The post-holder will undertake the professional duties of a member of school staff as circumstances may require under the reasonable direction of the Headteacher.

## **Person Specification / Selection Criteria for School Counsellor**

**Note: The Applicant will be required to safeguard and promote the welfare of children and young people. Candidates failing to meet any of the essential criteria will automatically be excluded.**

### **[A] Qualifications**

<b>Qualification requirements</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Post-graduate Diploma or Masters' level in Counselling or Psychotherapy		<b>D</b>	<b>AF</b>
British Association for Counselling and Psychotherapy (BACP) accreditation or United Kingdom Council for Psychotherapy (UKCP)/British Psychoanalytic Council (BPC) registration		<b>D</b>	<b>AF</b>
First Aid Qualification		<b>D</b>	<b>AF</b>

### **[B] Experience& Knowledge**

<b>Experience Requirements</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
A minimum of 2 years' relevant experience	<b>E</b>		<b>AF/I</b>
A minimum of 1 year's experience of working with young people	<b>E</b>		<b>AF/I</b>
Experience of working as part of a multi-disciplinary team		<b>D</b>	<b>AF/I</b>
Experience of working in an educational establishment		<b>D</b>	<b>AF/I</b>
Experience of supervising/supporting small groups		<b>D</b>	<b>AF/I</b>
Experience of working with external agencies/professionals		<b>D</b>	<b>AF/I</b>
Experience of working with challenging behaviour	<b>E</b>		<b>AF/I</b>
Experience of implementing support programmes with individuals or groups	<b>E</b>		<b>AF/I</b>
An understanding of the developmental, emotional, social and educational issues of children and young people	<b>E</b>		<b>AF/I</b>
An awareness of the range of needs from diverse ethnic, cultural and social backgrounds	<b>E</b>		<b>AF/I</b>
Knowledge of local mental health and CAMHS Service	<b>E</b>		<b>AF/I</b>
Knowledge of the Children's Act and legislation pertaining to children	<b>E</b>		<b>AF/I</b>
Ability to build and form good relations with colleagues, students and parents/carers	<b>E</b>		<b>AF/I</b>
Outstanding communication skills, both verbal and written	<b>E</b>		<b>AF/I</b>
Ability to work independently, to manage own caseload and use initiative but also able to work constructively as part of a team	<b>E</b>		<b>AF/I</b>

Excellent literacy and numeracy skills	E		AF/I
Ability to use ICT packages and equipment effectively	E		AF/I
Working knowledge of behaviour management strategies		D	AF/I
Ability to deliver relevant learning activities		D	AF/I

#### [D] Personal Qualities and Skills

Personal Qualities and Skills Requirements	Essential	Desirable	Source
Ability to deal confidentially, impartially and appropriately with situations	E		AF/I
Patience, tolerance and sensitivity	E		AF/I
A mature and non-judgemental outlook	E		AF/I
Ability and a commitment to work flexibly and to respond to unplanned situations	E		AF/I
Efficient and meticulous in organisation	E		AF/I
A desire to enhance and develop skills and knowledge through CPD	E		AF/I
Evidence of exemplary attendance and punctuality	E		AF/I
Commitment to the highest standards of child protection	E		AF/I
Recognition of the importance of personal responsibility for Health and Safety	E		AF/I
Commitment to the school's ethos, aims and its whole community	E		AF/I

#### [E] Pre-Employment Checks

Pre-Employment Checks	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	E		R
DBS Clearance post appointment	E		N/A

#### [F] Application Form and Supporting Statement

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

There should be no unexplained gaps in career history.

(Source: AF=Application (form+letter); I=Interview; R=Reference)