

JOB SPECIFICATION

GRADE:	School Counsellor – Department of Education
HEAD OF DEPARTMENT:	Director of Education – Department of Education
RESPONSIBLE TO:	Headteacher
ACCOUNTABLE TO:	Education Adviser (Welfare)/Senior Counsellor (when appointed)
WORKING HOURS:	37 Hour week (working hours to be negotiated with the Department of Education Advisory Team and will include periods outside term time).

Job Purpose:

- To provide a high-quality counselling service to students experiencing a wide range of emotional problems.
- To provide support, guidance and advice to parents, carers and the school.
- To observe confidentiality and to support the school's endeavour to provide excellent teaching and learning for all students.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people.
- To collaborate actively with established Mental Health Steering Groups in first, middle and secondary schools inclusive of the college.
- Facilitate data collection and audit through contemporaneous record keeping that will assist in service redesign for the future mental, social and emotional wellbeing of students.
- To contribute to the promotion of positive mental health via the PSHE framework in collaboration with the PSHE Working Party.
- To work in close collaboration with other School Counsellors.
- To work in both in primary and secondary education possibly on a rotational basis as deemed appropriate.

Conceptual Framework:

- Counselling as a preventive measure.

- Counselling as part of a stepped or incremental approach within the school structure and in support of specialist mainstream mental health services (CAMHS) when deemed appropriate.
- As a tapering intervention when a case is closed by CAMHS.
- Reduction in stigma and waiting times as a regulated in-house service.
- The provision of continuity of care and support through all facets of education (primary, secondary and tertiary).
- Early detection, intervention and prevention of mental ill health.
- Engagement in positive mental health promotion as well as pre-crisis and crisis scenarios.

Duties and Responsibilities:

- To perform counselling duties within the Code of Practice and Ethics recommended by the British Association for Counsellors (BACP) and established School Policies.
- To adhere to the DoE School-Counselling Operational Policy and referral pathways.
- To complete and maintain appropriate confidential records and ensure that confidentiality is maintained in all aspects of work.
- To attend all training and Continuous Professional Development (CPD) workshops as required (locally or abroad).
- To maintain up to date client records.
- To maintain a client centred approach.
- To attend regular clinical supervision sessions (individually or collectively) and complete appropriate records.
- To liaise with members of the school team in order to work in the best interests of your client.
- To liaise with other appropriate agencies (internal and external) in consultation with the Head Teacher.
- To have thorough knowledge of Mental Health provision locally and internationally.
- To continually review and evaluate the service.
- To abide by school policies on Health and Safety and general working practices.
- To undertake such other duties identified by the Head Teacher as may be appropriate to the role.

Pastoral Care:

- Deal with, or report to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare.
- Be mindful, at all times, of the school's Equal Opportunities policy or equivalent.
- The school counselling service is not a substitute for existing pastoral care arrangements, but rather a service that complements this.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the DoE on all issues to do with Health, Safety & Welfare.

Continuous Professional Development (CPD):

- In collaboration with the DoE plan and actively participate in a CPD programme recognising the future needs of the school service. Identify themes and target these for development.
- Keep up-to-date with research and developments pertinent to the field, which may lead to improvements in the counselling service provided.
- Participate in monitoring, evaluation and review arrangements as an integral member of the established Positive Mental Health Steering Groups.
- Plan and deliver relevant training for staff as and when needs are identified.

PERSON SPECIFICATION –SCHOOL COUNSELLOR – DEPARTMENT OF EDUCATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications:	<p>Minimum of a diploma in counselling.</p> <p>Registered member of the BACP or equivalent.</p>	<p>Other specialist qualifications applicable to role.</p> <p>Working toward Accredited Membership.</p>
Experience:	<p>200+ hours of supervised client work.</p> <p>3 years' post-qualification experience of supervised client work.</p>	<p>Experience of working with, focused counselling interventions and/or evidence based psychological interventions under appropriate supervision.</p> <p>Experience of working with complex issues around child protection and safeguarding. This may include issues around domestic violence as well as all forms of child abuse.</p> <p>Experience in applying BACP evidence-based curriculum for counsellors who work with schoolchildren and young adults.</p> <p>Experience in applying BACP evidence-based competence framework for humanistic counselling for young people aged 11- 18.</p>

<p>Key Skills and Behaviours:</p>	<p>Delivery of counselling interventions.</p> <p>Ability to provide and receive highly complex or contentious information which requires motivational, negotiating, empathetic or reassurance skills with clients who may be hostile, antagonistic or highly emotive.</p> <p>Possess analytical and judgement skills which involve complex situations and that require analysis, interpretation and comparison of a range of options.</p> <p>Competent IT skills in word processing and email.</p>	
<p>Key Skills and Behaviours (Cont.):</p>	<p>A non-judgemental outlook and a willingness to work with all kinds of people.</p> <p>Excellent observation and listening skills.</p> <p>Patience, tolerance and sensitivity.</p> <p>An understanding of your own attitudes and responses.</p> <p>A belief that all clients are able to make positive changes.</p> <p>An appreciation of confidentiality issues.</p> <p>Be Organised and reliable.</p> <p>Empathic interpersonal style.</p> <p>Reflective capacity.</p> <p>Personal self-care and awareness.</p> <p>To be an effective team player.</p> <p>Be enthusiastic and motivated.</p>	

	Able to be flexible towards service needs.	
Specialist Knowledge	Model of counselling/ therapy and theory that underpins counselling and evidence based psychological therapies under supervision.	<p>Knowledge of issues of child protection and safeguarding families; and Adult Safeguarding issues.</p> <p>Understanding of CAMHS functioning.</p>