



## HM Government of Gibraltar

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### Non-Permanent School Counsellor Job & Person Specification

<b>POST:</b>	Non-Permanent School Counsellor
<b>DEPARTMENT:</b>	Education
<b>RESPONSIBLE TO:</b>	Headteacher & Deputy Headteacher
<b>ACCOUNTABLE TO:</b>	Education Advisor (Welfare)
<b>WORKING HOURS:</b>	37 hour week (working hours to be negotiated with the Department of Education Advisory Team and will include periods outside term time)

#### JOB PROFILE:

- 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 actively collaborate with the DoE to further develop counselling services in primary 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 – NON-PERMANENT SCHOOL COUNSELLOR

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>• Minimum of a diploma in counselling.</li> <li>• Registered member of the BACP or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Other specialist qualifications applicable to role.</li> <li>• Working toward Accredited Membership.</li> </ul>
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• 200+ hours of supervised client work.</li> <li>• 3 years' post-qualification experience of supervised client work.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with, focused counselling interventions and/or evidence based psychological interventions under appropriate supervision.</li> <li>• 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.</li> <li>• Experience in applying BACP evidence-based curriculum for counsellors who work with schoolchildren and young adults.</li> <li>• Experience in applying BACP evidence-based competence framework for humanistic counselling for young people aged 11– 18.</li> </ul>
<b>Key Skills and Behaviours:</b>	<ul style="list-style-type: none"> <li>• Delivery of counselling interventions.</li> <li>• 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.</li> <li>• Possess analytical and judgement skills which involve complex situations and that require analysis, interpretation and comparison of a range of options.</li> <li>• Competent IT skills in word processing and email.</li> </ul>	

<b>Key Skills and Behaviours (Cont.):</b>	<ul style="list-style-type: none"> <li>• A non-judgemental outlook and a willingness to work with all kinds of people.</li> <li>• Excellent observation and listening skills.</li> <li>• Patience, tolerance and sensitivity.</li> <li>• An understanding of your own attitudes and responses.</li> <li>• A belief that all clients are able to make positive changes.</li> <li>• An appreciation of confidentiality issues.</li> <li>• Be Organised and reliable.</li> <li>• Empathic interpersonal style.</li> <li>• Reflective capacity.</li> <li>• Personal self-care and awareness.</li> <li>• To be an effective team player.</li> <li>• Be enthusiastic and motivated.</li> <li>• Able to be flexible towards service needs.</li> </ul>	
<b>Specialist Knowledge</b>	<ul style="list-style-type: none"> <li>• Model of counselling/ therapy and theory that underpins counselling and evidence based psychological therapies under supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of issues of child protection and safeguarding families; and Adult Safeguarding issues.</li> <li>• Understanding of CAMHS functioning.</li> </ul>