

Job description

Job title	Wellbeing Co-Ordinator
School	Ilford County High School
Reports to	Pastoral AHT/DoSD/SLT
Salary	LBR 5 12-15 £25,578-£26,9858 (pro rata) Point dependent in experience
Hours	<ul style="list-style-type: none"> • 36 Hours • 39 Weeks per year • Hours 8.15am to 4.00pm Monday to Thursday, 8.15am to 3:45pm Friday (this includes a 30-minute unpaid lunch break taken outside for the pupils' lunch hour)
Responsible for	NA
Purpose of job	
To contribute to the work of the school's student pastoral team by providing expert Psychotherapy /Cognitive Behaviour Therapy / Counselling and support to individual students and groups of students to help them to overcome their emotional, personal and social barriers to learning.	
Main duties and responsibilities	
<p>1. Deliver a therapeutic service in Psychotherapy / Cognitive Behaviour Therapy / Counselling to support the students by:</p> <ul style="list-style-type: none"> • Evaluating the needs of referred students and determining the correct level of support that is required for each one in liaison with Directors of Student Development; • Managing a caseload of students who require confidential one to one Psychotherapy / Cognitive Behaviour Therapy / Counselling or therapeutic group work, ensuring that support is provided in a timely and time-bonded manner; • Identifying next steps, in line with the school's Graduated Approach to Anxiety, for students for whom the school has worked and who require further support or referrals to external agencies, with consent from the student; • Maintaining an accurate and detailed records of work undertaken with each student and contribute to reports for external agencies as required; • Building positive relationships with the parents/ carers of students who are receiving support. <p>2. Support the work of the pastoral and student support teams by:</p> <ul style="list-style-type: none"> • Developing a programme of workshops, for identified students, to support positive mental health and well-being; • Providing support to pastoral staff in the delivery of topics in assemblies or PSHCE relating to promoting positive wellbeing, emotional resilience and self-confidence; • Being a source of informal support and provide formalised training for teaching and associate staff who are providing support for students; • Contributing to the daily running of the student support team, ensuring that all students who visit the team are dealt with professionally and are able to return to lessons, if appropriate, following an evaluation of their needs. 	

3. Uphold a high level of professionalism by:

- Proactively and accurately reporting safeguarding concerns;
- Maintaining an expertise in issues such as gender transition, identity, sexuality, eating disorders, self-harm, depression, anxiety and anger management in order to be able to provide expert support to the students;
- Maintaining confidentiality, except in those circumstances outline by BACP;
- Maintaining high standards of professional practice, complying at all times with BACP, BAAT, BAPT and/or UKCP codes of practice.
- Attending clinical supervision, training courses and team meetings as required

General

Attend and participate in relevant meetings, training and other learning activities and performance development as required.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be aware of, and be able to support, pupil differences to ensure all pupils have equal access to opportunities to learn and develop. To demonstrate an understanding of and a commitment to equal opportunities and diversity and to the standards of customer care.

Be responsible for own health and safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Duties and responsibilities of the post may change over time as requirements and circumstances change.

All schools and services in Redbridge are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Redbridge are expected to share this commitment.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other duties as may be required by the Line Manager that are broadly within the grading level of the post and the competence of the post holder.

Person specification

Job Title	Wellbeing Co-Ordinator	Grade	LBR 5
School	Ilford County High School		
<p>Education and Qualifications:</p> <ul style="list-style-type: none">• Post-graduate Diploma or Masters level in Counselling, Cognitive Behaviour Therapy or Psychotherapy• Very good numeracy/literacy skills.• First Aid Trained			

Desirable Experience/Knowledge/Skills:

- Minimum of 1 years' experience of working with children and young people
- Experience working with secondary school students
- Experience in specific area in a learning environment
- Ability to relate well to children and adults
- Experience of delivering impactful sessions of Psychotherapy / Cognitive Behaviour Therapy / Counselling
- Therapeutic training or qualification in working with children and young people
- An understanding of the developmental, emotional, social and educational issues of children and young people
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds
- Knowledge of the role of Child Adolescent Mental Health Services (CAMHS) and the referral process
- Able to complete referral forms to CAHMS and Multi Agency Safeguarding Team where required
- Awareness of a range of support services/providers and ability to liaise with these
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Effective use of ICT and other specialist equipment/resources.
- Ability to work independently and collaboratively to ensure the delivery of agreed workload
- Working knowledge of national curriculum, how it supports well-being, and other relevant learning programmes
- Knowledge of GDPR
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Have an awareness of health and safety issues within the school environment
- Commitment to and understanding of Equal Opportunities.
- Confidence in dealing with young people, maintaining discipline and motivation
- Appropriate knowledge of first aid
- Use of relevant equipment/resources
- Good keyboard skills
- Knowledge of relevant policies/codes of practice & awareness of relevant legislation
- Ability to identify own training & development needs & cooperate with means to address these
- Ability to prioritise work and deliver deadlines
- Attention to detail
- Ability to show initiative
- Ability to reflect
- Emotional resilience in working in a range of challenging situations
- Have a willingness to demonstrate commitment to the values and behaviours

Other job requirements:

- Enhanced DBS check.
- Flexible in approach and attitude
- Willing to undertake training