



# WOODBIDGE HIGH SCHOOL

## School Counsellor

Scale: LBR7

## Job Description

**Line Manager – Head of Wellbeing/ Assistant Headteacher**

### **Main Duties**

Providing individual students with counselling/therapy using a range of appropriate approaches based on the needs of the individual students. Carrying out where appropriate assessment. Working with an ethical frame working, ensuring confidentiality at all time in line with safeguarding requirements and requirement for disclosure. Taking lead from department head/deputy head when appropriate. Attending regular team/pastoral meetings to ensure the needs of the students are being met. Maintaining clear and accessible records. Ensuring schools policy and safeguarding expectations are met.

### **Specific Duties and Responsibilities**

1. Provide individual students with counselling / therapy.
2. Work with groups of students therapeutically as necessary.
3. Working as part of a whole-school strategic approach to emotional and mental wellbeing through working with students and staff in, for example, classroom-based activities, events and assemblies.
4. Support the assessment and triage process for counselling and mentoring provision by the Wellbeing Team
5. Respond, as necessary, to critical incidents involving the mental health and wellbeing of students.
6. Work with students on a diverse range of issues including bereavement and loss, transition, eating disorders and self-harm, depression, anger management and erratic behaviour, abuse of any kind, anxiety and fears.
7. Liaise with the pastoral staff in the school on matters relating to wellbeing and mental health first aid
8. Network with personnel from other agencies with a view to easing referrals and accessing specialist consultants

9. Keep relevant and transparent case records and systems on the counselling / therapy in a secure place, and ensure that the Wellbeing Team follows these requirements
10. Perform duties within the codes of practice and ethics recommended by the BACP, UKCP or equivalent organisation
11. Be mindful of the needs of the whole school and flexible in delivering a therapeutic service.
12. Attend regular in house supervision

### **Generic**

13. Ensure compliance with the school's Health and Safety Policy, personally contributing to an environment that welcomes diversity and respects individuals.
14. Undertake the necessary training/development required in order to keep up to date with developments as identified through performance management.
15. Invigilate and provide EEA support for school examinations as required.
16. Perform other such duties of a similar nature as from time to time may be required.

## **PERSON SPECIFICATION**

### **Experience**

- Experience of working with children and young people
- Experience of working with adult clients
- Experience of facilitating groups
- Experience of working as part of a multi-disciplinary team
- Experience of working creatively in a therapeutic setting
- Experience of working with and supporting students with neurodiverse requirements
- Experience of providing both short term and long term counselling

### **Skill, Knowledge and Abilities:**

- Strong Communication and listening skills to help build strong professional relationships with students.
- Understanding of the challenges faced by young people.
- Evidence of continue professional development
- Ability to work independently, manage own caseload and use initiative
- Ability to work under pressure
- Flexibility to work with a developing organisation
- Ability to work with change
- An interest in ongoing professional development
- Knowledge of local mental health and CAMHS services
- Child Protection knowledge and awareness.
- Ability to triage safeguarding concerns and liaise with appropriate stakeholders

### **Education and Qualifications**

- Appropriate qualification in Counselling or Psychotherapy minimum of Level 4 and Additional recognised qualification in Child and adolescent Counselling
- Post qualification experience preferred with at least 100 Clinical hours of experience.
- BACP, UKCP or BPC Membership
- Further therapeutic training, experience or qualification in working with children and young people
- Level 2 Safeguarding Training

### **Personal Attributes**

- An understanding of the developmental, emotional, social and educational issues of children and young people.
- An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds.