**JOB DESCRIPTON**

**Job –Title: School Counsellor**

**Job Purpose:** To provide one to one counselling to pupils, although the post holder will also be expected to be proactive in supporting the school’s mental health lead through, for example, delivering assemblies and supporting with related whole school initiatives. The counselling role will include making including initial assessments and communicating with parents/carers; maintaining appropriate records and liaising regularly with the Designated Safeguarding Lead, Child Protection Officer, Principal First Aider, Pupil Support Manager, Looked After Children (LAC) Coordinator and Heads of Phase and Heads of Year and with other professionals as necessary.

**Accountable to: D**eputy Headteacher responsible for Inclusion and Safeguarding

**Main Duties:**

* To provide an independent and confidential counselling service to pupils and staff at Graveney School, through individual sessions, responding to their personal, social, emotional or educational concerns;
* To promote a caring and supportive environment where such concerns may be explored, thereby promoting the mental and emotional health of pupils and staff at Graveney School
* To maintain confidentiality (except in those circumstances, in line with BACP practice, where this should be breached);
* To uphold good practice as described by the BACP ethical guidelines.
* To manage all aspects of the provision including the initial assessment following

referral; communicating entry and exit arrangements with relevant school staff and

with pupils/students and their parents/carers; gaining consent from pupils/students

and their parents/carers; gaining feedback on the service and measuring impact

* To be responsible for their own Professional Development and updating knowledge and awareness through Continuing Professional Development (CPD).
* To make referrals, where appropriate and with the pupil’s/parents or carer’s consent, to other agencies;
* To liaise, where appropriate and with the pupil/student’s consent, with members of staff;
* In liaison with line manager to develop a structured system of data collection, recording and reporting that ensures that the scope, nature and quality of the services provided can be properly understood and evaluated
* To maintain appropriate records in line with the above and to keep these up to date and secure;
* To liaise with school staff and other professionals as appropriate to ensure the effective operation of the service;
* To be alert to trends and patterns of problems and to identify causes and recommend action;
* To play an active role in safeguarding children and adhere with guidance from the school policies.
* To maintain a high level of knowledge and awareness of changes and developments in the fields of counselling and education and their impact on the delivery of counselling;
* To ensure that as a Counsellor they are properly and regularly supervised, as required by the BACP, the name and address of the supervisor to be supplied on request
* To build a directory of local mental health resources for parents of pupils to access beyond the boundaries of short term counselling

**Safeguarding**

* To fulfil the school’s responsibility to investigate and respond to potential safeguarding and Child Protection issues whether disclosed by a student, identified as a possible cause for concern by a member of staff or other member of the school community or other individual or agency. This work will include: To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004, Education Act 2002 and Keeping Children Safe in Education 2016.
* To be fully aware of the principles of safeguarding as they apply to children and young people in relation to the postholder’s role in school.

To ensure that the Designated Safeguarding Officer is kept fully informed of any concerns which the post holder may have in relation to safeguarding and/or child protection

**Additional duties:**

* To attend the weekly safeguarding meetings
* To provide a termly report for governors on the use of the service including impact and types of issues being presented
* To attend meetings with parents/cares if requested as appropriate
* To be part of the response in the rare case of a critical incident

**Person Specification**

***Qualifications/Attainment***

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| --- | --- |
| Post-graduate Diploma or Masters level in Counselling or Psychotherapy (ideally this would specialise in working with children and adolescents) | Essential |
| BACP Accreditation, UKCP or BPC registration or registration with an equivalent recognised awarding body | Essential |
| Further therapeutic training or qualification in working with children and young people. A minimum of 2 years’ experience working therapeutically with children post qualification | Desirable |

***Knowledge***

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| --- | --- |
| An understanding of the developmental, emotional, social and educational issues of children and young people | Essential |
| An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds | Essential |
| Knowledge of local mental health and CAMHS Services | Essential |
| Knowledge of the Children’s Act and legislation pertaining to children | Essential |

***Experience***

|  |  |
| --- | --- |
| Minimum of 2 years’ post qualification experience | Essential |
| Minimum of 2 years’ experience of working therapeutically with children and young people | Essential |
| Experience of working as part of a multi-disciplinary team | Essential |

***Skills and Abilities***

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| --- | --- |
| Good written and verbal communication skills | Essential |
| Ability to work independently, manage own caseload and use initiative | Essential |
| Ability to work under pressure | Essential |
| Knowledge of issues related to safeguarding children in school |  |
| Good listening and communication skills |  |
| Excellent organisational and time-management skills |  |
| Computer literacy |  |
| Maintain confidentiality and keeping confidential records securely |  |
| To be able to work flexibly and as part of a team |  |
| An interest in ongoing professional development | Essential |
| A commitment to safeguarding children and young people |  |
| Good interpersonal skills | Essential |