The Charter School

**School Counsellor**

**Salary / Grade:** Hay 6 (points 20 – 27)

**Working time:** 36hrs a week, 39 weeks a year

**Reporting to:** Director of Learning – Access & Inclusion

**Job Purpose**

Management of the counselling provision within school on a day to day basis: ensuring that at all times there is a supervised, quiet orderly purposeful provision that enables clients to develop an understanding of issues that inhibit their learning and engagement at school and develop strategies that enable them to make progress.

**Liaising With**

Headteacher and Senior Leadership Team, Directors of Learning, Subject Leaders, Personal Tutors, and relevant staff with cross school responsibilities, relevant support staff and parents

**Job specification**

* To conduct a programme of counselling sessions every day
* To organize a system of identification and outcome that supports young people in need of counselling engage more effectively with learning
* To liaise with members of the School Leadership Team, Inclusion Manager, Key Curriculum Leaders and Year Leaders concerning the identification of clients and supporting learning programmes within school
* To carry out referrals to other agencies both within and beyond school as appropriate
* To manage a reintegration procedures where appropriate.

**Specific responsibilities**

* Establish an appropriate counselling provision, considering both opportunities for small group and individual counselling
* Develop counselling relationships and establish relationship of trust and respect with clients
* Agree a counselling contract for each client to determine what will be covered in sessions (including confidentiality issues)
* Establish for each client or client group the length of the counselling provision based on an estimation of the likely impact of the counselling
* Encourage clients to talk about issues they feel they cannot normally share with others
* Listen actively to client concerns and empathise with their position
* Accept without bias the issues raised by clients
* Help clients towards a deeper understanding of their concerns
* Help clients engage more effectively with school and their families
* Challenge any inconsistencies in what clients say or do
* Help clients to make decisions and choices regarding possible ways forward in relation to the context of our school
* Refer clients to other sources of help, as appropriate
* Develop through presentations and staff training a shared understanding of the counselling provision
* Undertake personal therapy (as appropriate for accreditation) and supervision in line with BACP’s Ethical Framework
* Develop a process of formal feedback from users and stakeholders, including teachers and parents
* Work to agreed targets in relation to client contact
* Undertake group as well as individual therapy on occasions
* Keep records and develop reporting tools in accordance with school procedures and data protection requirements, including a formal half termly report to line managers
* Follow school safeguarding systems
* Support the School Leadership Team in engaging young people effectively in their learning liaising closely with the Deputy Headteacher, Directors of Learning, Inclusion Manager, Key Curriculum Leaders, Year Leaders, Personal Tutors and where appropriate multi agency partners (CAHMS, Social Services, Local Safeguarding Board)
* Contact parents/guardians as appropriate and develop effective agreements and shared understandings of targets and progress

**General**

* To be flexible within the broad remit of the post.
* To attend school events as required.
* To attend training sessions and meetings as required.
* To keep up to date with developments and changes in legislation and guidance, and communicate appropriate information to colleagues.
* To seek, consider, and act upon professional support and advice as required.
* To ensure compliance within the school of data protection regulations.
* To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher and Governors shall from time to time reasonably require.

**School Counsellor - Person Specification**

**Qualifications and Experience**

* Educated to Degree or equivalent standard
* Formal counselling qualifications accredited by British Association for Counselling and Psychotherapy or acknowledged equivalent
* Experience of working with children / young people in counselling relationships
* Experience of working in a school or similar establishment.
* Experience of working with external agencies and other professionals.

**Knowledge and Skills**

* Ability to build and form good relationships with students, colleagues and parents / carers
* Knowledge of the issues that affect young people and impact adversely on their development
* Knowledge of current developments in counselling and psychotherapy
* Ability to work constructively as part of a team, understanding school roles and responsibilities including own.
* Knowledge and understanding of how students learn and barriers to learning.
* Knowledge of Equal Opportunities and approaches to inclusion.
* Knowledge & understanding of Child Protection and Safeguarding procedures.
* Verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents / carers and other professionals, to write formal reports.
* High standard of numeracy and literacy skills.
* Ability to proficiently use office computer including word-processing, spreadsheet, database and internet systems.
* Ability to absorb and understand a wide range of information and to maintain professional development in the area of counselling.
* Ability to maintain accurate records and filing systems.
* Ability to deal with confidential data / issues appropriately.

**Personal Qualities**

* Initiative and ability to prioritise one’s own work.
* Able to follow direction and work in collaboration with line manager and colleagues.
* Able to work flexibly to meet deadlines and respond to unplanned situations.
* Efficient and meticulous in organisation.
* Desire to enhance and develop skills and knowledge through CPD and appropriate therapeutic support
* Commitment to the highest standards of child protection.
* Recognition of the importance of personal responsibility for Health & Safety.
* Commitment to the school’s ethos, aims and its whole community.
* A non-judgmental outlook and a willingness to work with all kinds of people
* Excellent observation and listening skills;
* Patience, tolerance and sensitivity;
* An understanding of your own attitudes and responses;
* A belief that all clients are able to make positive changes;
* A detailed and secure appreciation of confidentiality issues.