

Head of Counselling, Psychotherapy & Wellbeing **Recruitment Pack**



A photograph of two children, a boy and a girl, looking at a book together. The boy is on the left, and the girl is on the right. They are both smiling and appear to be engaged in reading. The image is overlaid with a semi-transparent blue filter.

**Transforming children's
lives through partnership
and collaboration.**

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Our Partnership Values:

Collaboration matters

Excellence in everything

Community first

Equity for everyone

Continuous **growth**

About the role

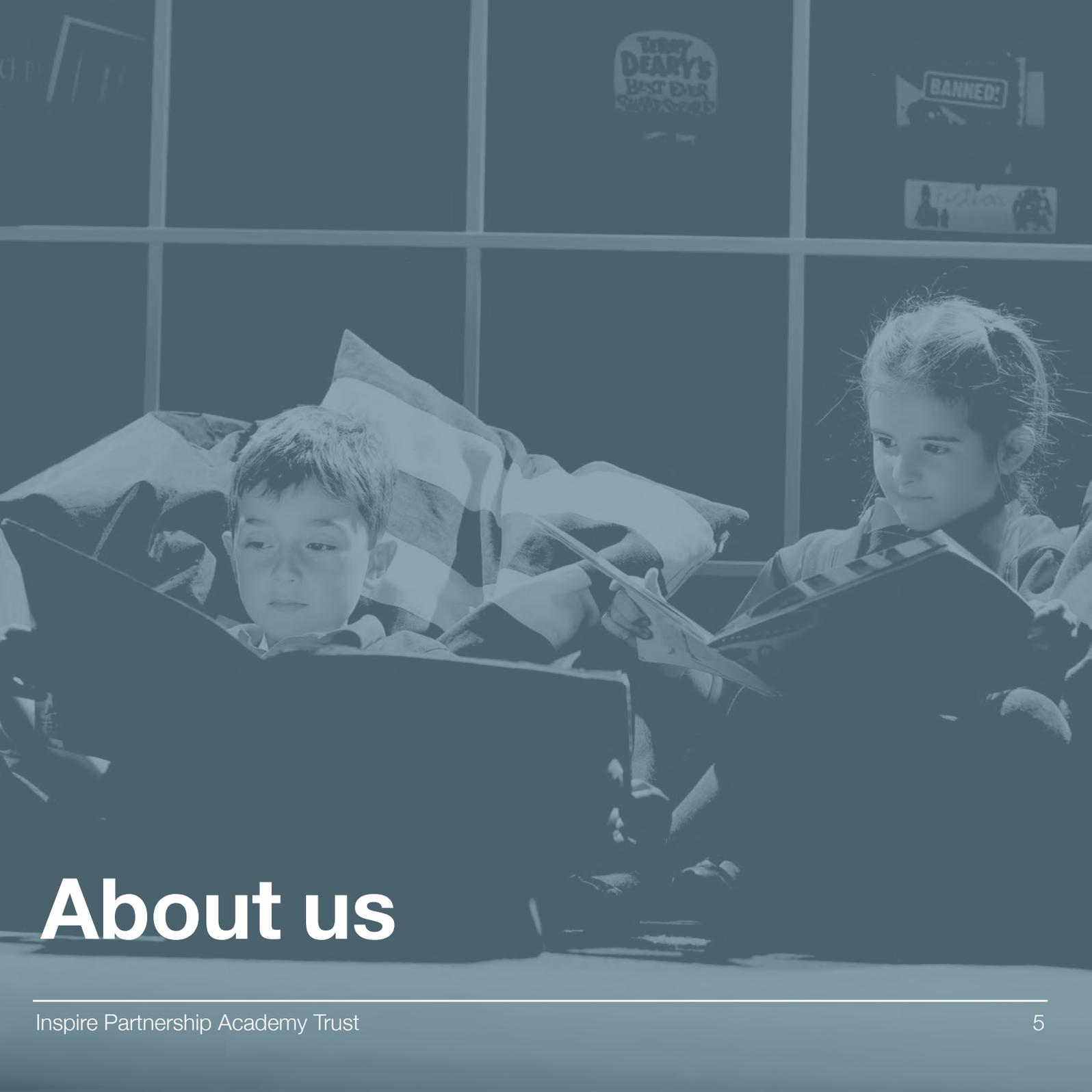
We are seeking to appointment a full-time, term time Head of Counselling, Psychotherapy and Wellbeing for West Thornton Primary School and our Croydon Hub.

We are looking for an outstanding candidate to provide a high-quality counselling service to our pupils experiencing a wide range of emotional problems. The successful candidate will provide support, guidance and advice to pupils, parents and the school. They will observe confidentiality and support the school's endeavour to provide excellent teaching and learning for all pupils, as well as contribute to the safeguarding and promotion of the welfare and personal care of children.

West Thornton Primary School is an exciting, fast paced school at the start of an exciting journey of school improvement. We serve a diverse community and have just under 1000 pupils on roll. As part of a partnership of schools, we are better able to support our pupils, we strongly believe in the power of collaboration and continually work together to find new and innovative ways to work. We are on a path of rapid school improvement and are seeking to appoint someone with the enthusiasm and commitment to match our own.

As part of the The Inspire Partnership, we work together with the other eight schools to have similar visions and values. We continually collaborate behind the scenes to help us benchmark our standards and work together to improve the teaching and learning and experiences for all our children. We know we are stronger together and enables us to offer the very best to the students and staff of our schools.

Applications need to have a recognised Diploma (or higher) in Counselling, managerial experience, with at least 5 years counselling experience, be an integrative counsellor and have a good knowledge of the school environment.



About us

2013

In 2013, the partnership was formed from 3 primary schools in Greenwich. We established a common curriculum framework, a suite of professional development training and networks of excellence shared between our staff. This included policies, planning materials and school improvement tools.

Within 2 years, all 3 schools had improved provision and outcomes for pupils and were judged to be good or outstanding by Ofsted and Challenge Partners. The partnership had established a mature framework for school-to-school support programmes, delivered both locally and across the country.

The Inspire Partnership became a multi academy trust in 2017, one of four partnerships granted permission to create a charitable Trust in Greenwich.

2017

In 2017 we were invited by Medway to support Maundene and then Elaine primary schools, both underperforming with declining standards and pupil outcomes way below national expectations. Within a year, each school had joined the Trust having demonstrated rapid improvement. This was measured by:

- Self-evaluation judgements
- External school reviews
- Challenge Partners reviews
- Triangulation of data across the schools

The strategy for school improvement focused on the following areas:

- Development of a global curriculum which prioritised greater depth learning
- Established training programmes for all staff
- Strong collaborative leadership
- High quality outcomes for children across learning disciplines

Where we are now

In 2020, we are now at the point of starting a new journey with 4 schools joining the Trust. Delce Academy joined us in March 2020, followed in April 2020 by Forest Academy, West Thornton Academy and Woodside Primary School - all from Croydon.

Now a family of 9 schools, we are about to write a new chapter, serving new communities and bringing our 9 schools together as 1 family across 3 regional hubs.

A young girl with her hair in a ponytail, wearing a dark floral-patterned jacket, is laughing joyfully and looking upwards. She is in a field where many leaves are falling around her, creating a sense of movement and happiness. The background is slightly blurred, showing more of the field and some trees.

The Inspire Partnership mission and strategy

Our Mission

Our mission to transform children's lives through partnership and collaboration comes from a desire to create a coalition for change in all of our schools, building a legacy where pupils are able to fulfil their true potential as learners.

At the Trust's inception, we recognised each of our founding schools required an alternative approach to improvement which focused more on relationships, connectedness and inter-disciplinary approaches to learning. This is why collaboration is central to our mission. It binds schools together as communities, reminding us that we exist in the People Age. The emphasis on transformation exists because our schools have all required rapid systemic improvement in practice.

Partnership and collaboration apply both to how students learn best but also how school communities become stronger. For example, when children are taught how to work together collaboratively, success is measured through interaction, engagement and relationships.

Our strategy

The Trust vision is translated through our strategy, developed through two key strands of work:

1. Continuously strengthening our education core offer, including its curriculum, assessment of learning, self-evaluation and professional development core offer
2. Building excellence throughout our central team school services, including finance, HR support, procurement of central services and governance of the Trust

Each of these focal areas can be mapped into specific work streams:

Education:

- Building a world class global curriculum
- Continuously developing education resources and materials to support assessment and delivery of curriculum
- Developing strong Trust wide shared accountability
- Delivering high quality professional development for all staff

Our Strategy Cont.

Core central services:

- Providing strategic leadership in all aspects of school services
- Developing robust approaches to budget setting and monitoring
- Creating high levels of school accountability in areas of:
 - Financial control
 - Managing risk
 - Asset management
 - People development

Our strategy for Trust wide school improvement at both levels also involves the creation of dynamic leadership within schools, between schools and across the Trust.

Common strategic priorities identified include:

- The strategic vision for the Trust being held at every level
- Ensuring high quality education outcomes for all pupils
- Providing outstanding governance and leadership across the Partnership
- Developing the efficiency of the Trust in all aspects of its work

Strategic planning also requires the Partnership to develop effective planning structures which have clearly defined milestones and success criteria. This, in turn, should be developed around a timeline of annual school improvement activity, underpinned by a broader three-year plan. The school improvement cycle, is reviewed regularly through:

- Regular central team review meetings
- Regional and Trust wide school improvement self-evaluation activities
- Trust wide review processes (including audit and risk management)

“Our mission to transform children’s lives through partnership and collaboration comes from a desire to create a coalition for change in all of our schools, building a legacy where pupils are able to fulfil their true potential as learners.”

Our Curriculum

The Inspire Partnership curriculum is underpinned by education for global citizenship. We believe that learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. Learning is brought to life through current contexts that connects to our children's lives - who they are, how they fit into the world and how they contribute back.



Inspire Partnership Character Skills



Our curriculum connects to real life, promotes thinking as a global citizen and develops character skills for young people to make meaningful contributions to society. Even very young children are trying to make sense of a world marked by division, conflict, environmental change and extreme inequality and poverty. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting taught knowledge and skills with agency and purpose.

Therefore, we ensure learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- deeper thinking
- deeper purpose
- active and collaborative engagement so that children meet the world but are not at the centre of it.

Curriculum Implementation

Six global learning themes underpin our curriculum and each theme is broken down into knowledge and understanding, skills and attitudes:

- Social justice and equity
- Identity and diversity
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

In order to achieve depth of thinking and learning we plan for children to focus on three of these themes per year. Across each year a number of high-quality core texts are used to bring the themes to life for our children and to promote a connectedness with the learning.



To allow for deep seeking meaning we ensure that our curriculum promotes learning for both their cognitive domain and affective domain (see visual below). Through our knowledge, understanding and skills we aim to develop our children's cognitive capacity including application, synthesising and evaluating. Equal focus is given to the affective domain through our focus on values, motivations and attitudes towards learning. The values, motivations and attitudes need to be modelled and taught explicitly alongside curriculum content. We share, celebrate and pay attention to the specific learning dispositions that need to be nurtured and developed within our children.

Find out more:

Visit our website www.inspirepartnership.co.uk to see examples of our Curriculum Framework and how we're implementing this across our schools.

Our Schools

Greenwich

Foxfield Primary School

Sandbach Place,
Woolwich, London,
SE18 7EX

Headteachers: Megan Minnett
and Tatum Ward
Telephone: 020 3260 7500

Find out more:
www.foxfield.org.uk

Woodhill Primary School

Woodhill,
London,
SE18 5JE

Headteacher: Aimi Vdovin
Telephone: 020 8854 5055

Find out more:
www.woodhillschool.co.uk

Rockliffe Manor Primary School

Bassant Road,
Plumstead, London,
SE18 2NP

Headteacher: Aimi Vdovin
Telephone: 0208 854 4785

Find out more:
www.rockliffemanor.co.uk

Medway

Delce Academy

The Tideway,
Rochester
ME1 2NJ

Headteacher: Kate Taylor
Telephone: 01634 845242

Find out more:
www.delceacademy.co.uk

Maundene Primary School

Swallow Rise,
Walderslade, Chatham,
ME5 7QB

Headteacher: Dora Indresano
Telephone: 01634 864721

Find out more:
www.maundene.medway.sch.uk

Elaine Primary School

Elaine Avenue,
Rochester, Kent,
ME2 2YN

Headteacher: Dean Brewer
Telephone: 01634 294817

Find out more:
www.elaine.medway.sch.uk

Croydon

West Thornton Primary School

Rosecourt Road
Croydon
CR0 3BS

Headteacher: Rupinder Bansil
Telephone: 020 8684 3497

Find out more:
www.westthornton.croydon.sch.uk

Forest Academy

Bridle Way
Croydon
CR8 8HQ

Headteacher: Abigail Oldfield
Telephone: 020 8777 2808

Find out more:
www.forestacademy.org.uk

Woodside Primary School

Morland Road
Croydon
CR0 6NF

Headteacher: Claudia Fleary-Tayabali
Telephone: 020 8654 5333

Find out more:
www.woodside.croydon.sch.uk

Head of Counselling, Psychotherapy &
Wellbeing

Job Description

Job title: Head of Counselling, Psychotherapy & Wellbeing
Reporting to: Associate Headteacher
Salary range: £34,209-£35,751 (full-time equivalent) depending on skills and experience
Working pattern: Term time only - 36 hours per week, 39 weeks a year.
Location: West Thornton Primary School, Rosecourt Road, Croydon, CR0 3BS
Start date: As soon as possible

Purpose of the role:

To develop, manage and ensure the consistent and appropriate delivery of an accessible and comprehensive counselling, psychotherapy and wellbeing service for West Thornton Primary School and our Croydon Hub. The aim of both the role and the Counselling, Psychotherapy & Wellbeing service as a whole, is to reduce behaviour and emotional incidents in the schools where it operates. It will do this by focussing on the preventive measures for behaviour, mental health and emotional needs, and from developing further, early identification for interventions. The counselling, psychotherapy and wellbeing service will work in ways which are sensitive to the needs of both individuals, families, and employees. It will be fully inclusive to cater for a wide range of racial and cultural backgrounds in order to address the needs of those who require help to overcome their barriers, both inside and outside the classroom or working environment in order to achieve their full potential.

Counselling will help children to broadly focus more in class, which in turn helps with their academic outcomes. By working with parents and staff in schools to improve their wellbeing (and in turn wellbeing of the child) the role and the function will provide support and guidance to reduce external referrals to agencies eg: CAMHS, etc.

Children's progress will be measured with the SDQ (Strengths and Difficulties Questionnaire), and the outcome of the work will be reflected in the quantitative score reducing and qualitative information being gained from parents and teachers to support the positive changes noticed.

This role will initially work with the children of West Thornton Primary School and their employees where the role and the service operates and over time the service will increase it's reach accross the Croydon Hub. The role is also solely responsible for the full line management and deployment of all staff within the pastoral function across the schools. There will also be supervision and training for the Learning Mentor and Teaching Assistants in their intervention strategies.

Key Responsibilities cont.

Management of the Counselling, Psychotherapy & Wellbeing service

- Ensuring appropriate and responsible training needs analysis to identify consistent and sensitive recruitment, onboarding, induction, training, and continual CPD growth of directly reporting employees and volunteers and exit strategies
- Act as the first point of contact for any volunteer placements and their host institutions during the lifecycle of the placement has effective administration, enabling resources and materials and suitable environments with which to operate the service
- Conduct appraisal and performance management for all employees and volunteers according to the trusts' performance management policy
- Undertake initial pupil assessments with both teaching staff and parents, and then coordinate and refer the pupil to the most appropriate member of the team, to suit the needs of the caseload
- Ensure all members of the service have an appropriate balance of workload and case types, intervening to coach and model best practice from time to time as the needs arise
- Develop, model and ensure that the correct supporting documentation for each referral is sensitively undertaken in conjunction with the child, parents, or employees according to demand
- Liaise with the volunteers' host institution to ensure that the service remains compliant and appropriate to serve the needs of the stakeholders and that the service is delivered in line with the BACP accredited framework
- Ensure that there is transparent and comparable compliance throughout the team
- Meet regularly with parents, staff members and volunteer placements regularly, to model best practice in quantitative SDQ questionnaires with parents/staff, as appropriate and follow up qualitative questionnaires with children as appropriate
- Ensure that the management of all sensitive data, including emails to stakeholders of the service and any 3rd parties are compliant with the trusts GDPR policy
- Undertake the weekly supervision of all employees and volunteers within the service, whether as one-to-one sessions or group sessions, depending on availability and location
- Manage the appropriate pastoral employees across the partnership by overseeing their interventions through an appropriate framework

Key Responsibilities cont.

Counselling, Psychotherapy & Wellbeing duties

- Responsible for developing and maintaining a high-quality counselling and wellbeing service for the School, that enhances the mental health and well-being of all
- To undertake counselling and support responsibilities, working with individuals with a diverse range of issues and their families
- To adhere to the ethical framework and code of practice of the British Association for Counselling and Psychotherapy with particular reference to supervision, confidentiality and record keeping
- To be proficient and responsible in maintaining case records
- To identify, order and maintain appropriate literature and other material relating to counselling
- To liaise with external agencies when appropriate
- To actively promote the counselling service
- To be an active member of the Inclusion Team
- To organise CPD as required by the School, liaising with external training providers where appropriate
- To maintain a high level of knowledge and awareness of changes and developments in the fields counselling and education and their impact in the delivery of counselling, attending internal and external training, where appropriate
- To provide regular reports to the Leadership Team regarding the performance of the counselling service
- To undertake regular evaluation and monitoring of all aspects of the delivery of counselling and where appropriate make or recommend changes

Pastoral Support duties

- To work with staff in identifying those children who would benefit most from pastoral support and discuss concerns with Phase Leaders.
- To work closely with Associate Headteacher, DHT/Inclusion Lead in planning overall approaches and individual programmes of work through the effective deployment of the pastoral team
- To develop a 1:1 mentoring relationship with children needing particular support to achieve the goals defined in the action plan.
- To liaise with outside agencies to provide additional support for individual children.

Key Responsibilities cont.

- To maintain a record of work with individual children and groups; monitor and record progress; evaluate the impact of intervention programmes; and report to Senior Leaders on a half-termly basis.
- To maintain regular contact with families/carers of children needing extra support, keeping them informed of children's progress, and securing positive family support and involvement.
- To work with other members of the Inclusion Team to provide a consistent approach across school.
- To work closely with the Assistant Headteachers for Inclusion, and for Personal Development, Behaviour, and Well-Being, to improve attendance and punctuality with; thereby removing a major barrier to achievement.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure all tasks are carried out with due regard to Health and Safety.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos and values of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity and professionalism
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

Other Specific Duties

- This job description is current at the date shown, but, in consultation with you, may be changed by the line manager to reflect or anticipate changes in the job commensurate with the grade and job title
- This role will have significant exposure to emotional risks, from both working with children, as well as supervising other counsellors. There is the potential to be exposed to emotional injury which may exhibit in burnout, stress, difficulty regulating personal emotions, compassion fatigue and other mental health issues
- Positive Handling is also required for this role
- Attend regular external pastoral support services as decided by the school for own professional development and safeguarding needs

Person Specification

Training and Qualifications	Essential	Desirable	Application	Interview	References
Counselling qualification at diploma or equivalent recognised by the British Association of Counsellors and Psychotherapists (BACP)	•		•		
Qualification in different counselling approaches.	•		•		
Experience					
Successful experience of theory and practice in counselling in a practical, confidential setting as described by the BACP ethical guidelines	•		•	•	•
Experience of working with vulnerable children, young people or adults.	•		•	•	•
Experience of working with children, young people or adults with a range of needs.		•	•	•	•
Experience of working in an education establishment.		•	•	•	•
Experience of working with families and/or outside agencies	•	•	•	•	•
Experience of keeping written, confidential records.	•		•	•	•
Knowledge					
An awareness of child protection issues and safeguarding legislation including FGM and Prevent.	•		•	•	•
Knowledge of current research to identify trends and patterns.	•		•	•	•

Knowledge	Essential	Desirable	Application	Interview	References
An understanding of issues linked to confidentiality.	•		•	•	•
An awareness of cultural differences and the implications for students.	•		•	•	•
Skills and Abilities					
Applicants should be able to provide evidence that have the necessary personal skills and abilities required by the post.	•		•	•	•
Be able to support and actively promote the values and beliefs of the School.	•		•	•	•
Have the ability to communicate effectively with children and adults at all levels, both individually and within groups.	•		•	•	•
Be able to demonstrate ICT skills for professional use.	•		•	•	•
Have the ability to analyse data.	•		•	•	•
Have the ability to use initiative and work autonomously.	•		•	•	•
Display an understanding of working as part of a team, including working alongside external agencies and families.	•		•	•	•
Display a willingness to take responsibility for continued professional development.	•		•	•	•
Have the ability to cope with stressful situations.	•		•	•	•
Demonstrate enthusiasm for the role.	•		•	•	
Be able to work flexible hours if required.		•	•	•	
Legal Requirements					
Fully Enhanced DBS clearance is required.	•		•	•	

Additional Information

The Inspire Partnership Academy Trust is committed to our responsibilities for safeguarding and promoting the welfare of children, young people and vulnerable adults as outlined in Working Together to Safeguard Children. We will only recruit candidates to our schools and the central team who share this commitment and therefore we apply robust recruitment and selection procedures to ensure that the people selected are right for the job, and that all candidates are appropriately screened prior to appointment.

This role is subject to Safer Recruitment processes and the following pre-employment checks will be undertaken as applicable and any job offer will remain conditional until satisfactory completion:

- References (which will be sought before any interview)
- Occupational Health pre-employment medical screening
- Enhanced DBS check
- Barred list check.
- Section 128 check
- Overseas criminal records check
- Identity check
- Right to Work in the UK
- Evidence of qualifications applicable to the role
- Confirmation of registration with applicable registered body where applicable

Contact us:

Call: 020 8684 3497

E-mail: hr@westthornton.croydon.sch.uk

Website: www.westthornton.croydon.sch.uk

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