

JOB DESCRIPTION: Primary School Counsellor

LINE MANAGER: Director of Student Services

SALARY: M1-M6

**JOB PURPOSE**

* To provide short-term professional and confidential counselling to all students, staff and parents
* To provide individual and group counselling services to meet the developmental, preventive and remedial needs of students

**RECRUITMENT CRITERIA**

**Education/Qualifications**

* Honours degree, post-graduate Diploma or Masters level in Counselling or Psychotherapy

**Knowledge**

* An understanding of the developmental, emotional, social and educational issues of children from the age of 3.
* An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds

**Experience**

* Minimum of 2 year’s post qualification experience
* Minimum of 1 years’ experience of working with children and young people
* Experience of facilitating groups
* Experience of working as part of a multi-disciplinary team

**Skills and Abilities**

* Good written and verbal communication skills
* Ability to work independently, manage own caseload and use initiative
* Be able to effectively use ICT to access data and maintain records.
* Ability to work under pressure
* Flexibility to work with a developing organisation
* Ability to work with change
* An interest in ongoing professional development
* Positive communication and listening skills
* Patience, tolerance and sensitivity
* A mature and non-judgemental outlook
* Enthusiasm

**JOB ACCOUNTABILITIES**

* To offer Primary pupils and staff individual counselling and support
* To provide individual counselling for students with personal or psychological problems
* To work with 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
* To provide consultation to staff whose role it is to support pupils in distress
* To liaise with the pastoral management team
* To network with personnel from other agencies with a view to accessing specialist consultants
* To keep suitable case records on the counselling in a secure place
* To attend regular supervision with a suitably qualified supervisor (a contribution to the costs will be made by the School)
* Working in consultation with the School’s Designated Child Protection Officer, deal with child protection issues when they arise
* To provide information on the counselling service, the role of the counsellor and the boundaries of confidentiality to pupils, staff and parents
* To report back on a regular basis on Primary numbers using the service and give a general overview of the types of problems with which the users of the service are presenting
* To perform duties within the codes of practice and ethics recommended by the BACP, UKCP or equivalent organisation
* To co-ordinate peer mentoring, peer mediation for Year 6 and an in-school ‘buddy’ scheme for Primary school.
* To review and evaluate the service
* To promote student success, provide preventive services and respond to identified student needs by contributing to a comprehensive school counselling and pastoral programme that addresses academic and personal/social development for all students
* To provide specific activities to meet the needs of students and their families
* To consult with teachers, outside agencies and parents to enhance their effectiveness in supporting students
* To co-ordinate provision for primary students who need counselling services
* To maintain the Primary counselling room as a safe and conducive working environment suited to its purpose
* To participate in meetings which relate to the curriculum, administration or organisation of the School, including pastoral/child protection arrangements
* To schedule and conduct parent interviews related to student counselling issues as appropriate
* To develop an effective referral and appropriate feedback process for staff and parents of students with counselling needs
* To contribute to the PSHE programme
* To provide group counselling for personal concerns
* To provide group guidance for developmental concerns such as interpersonal relationships, bullying issues and vocational/occupational concerns
* To provide individual student or group talks or workshops to raise awareness of how to deal with stress, depression, suicidal feelings, anger management, bullying and similar concerns
* To respond to crises or child protection issues as deemed appropriate by the senior leadership team
* To contribute to the provision provided by the Primary Oasis Room
* To contribute to the senior management team/ Board policies related to crises or child protection
* To develop links with other school counsellors
* To raise positive awareness of the counselling role and service within the student, staff, parent and wider community
* To provide a parent education programme of talks and workshops
* To provide family and parent counselling as necessary and where appropriate
* To contribute to the settling in programme for newly enrolled students

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| **KEY EXPECTATIONS**   * The Counsellor will work to promote an ethos of the school that supports effective learning and emotional welfare * The Counsellor will be expected to work with other agencies already working in the schools, e.g. Educational Welfare, Educational Psychology, and to make appropriate referrals * To take an active role in performance management * To keep the senior leadership team and Board updated on the progress, needs and provision in this area or role   All staff are expected to:   * Be aware of and committed to the mission, vision, values and all associated school policies * Take an active role in the development and implementation of school policies and in the whole life of the School * Ensure that there are equal opportunities for all * Follow school procedures as outlined in the staff handbook      |  |  |  | | --- | --- | --- | | Name of post-holder | Signed by post-holder | Date | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | | Name of line manager | Signed by line manager | Date | To be reviewed | |  |  |  |  | |
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