



STREATHAM & CLAPHAM HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Job Application Information



School Counsellor
Part time, three days a week
Term time only
From January 2026

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EXECUTIVE SUMMARY

Streatham & Clapham High School (SCHS) seeks to appoint an outstanding School Counsellor to join our Pastoral and Safeguarding team.



This is a unique opportunity to join our innovative, student-centred pastoral team.

The successful candidate will provide specialist therapeutic support to Senior School pupils, offering short-term, evidence-based individual and group interventions for those coping with adverse life experiences or experiencing mental health difficulties. They will also support the Assistant Head Pastoral, Safeguarding & DSL in implementing whole school wellbeing initiatives.

Key responsibilities will include liaising with teachers, parents, and external agencies to ensure a collaborative and holistic approach to student wellbeing. Ideally, you'll have prior experience working with children and adolescents in a school setting, along with a warm and empathetic manner, and a strong commitment to safeguarding and mental health. Professional accreditation with BACP (or similar) and a dedication to continuous professional development are essential.

The post holder will report to the Assistant Head Pastoral, Safeguarding & DSL, working closely with the wider pastoral team to support student welfare and contribute to staff training initiatives.

The position is expected to commence in **January 2026**.



ABOUT US

Streatham and Clapham High School is part of one of London's leading independent schools, educating pupils from Nursery through to Sixth Form. Our girls prosper in a vibrant setting that provides challenge and breadth of opportunity. They thrive as part of the SCHS family and draw strength from the School's rich social and cultural mix.

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18 with over 870 pupils across the Prep and Senior Schools.

The Prep School is located in spacious buildings with outstanding facilities in Streatham Hill. The Senior School inhabits a four-acre site focused on an impressive 1930s building in a delightfully tranquil and leafy oasis of south London. Founded as Brixton High School in 1887 by the Girls' Public Day School Trust, it is one of the Trust's earliest member schools, and we are proud of our heritage and founding principles of breadth, fearlessness, inclusivity, and a focus on developing every individual to achieve their potential, and this is articulated in our motto: Towards Wisdom Unafraid.

SCHS holds true to its founders' mission, and we are proud of our exciting and challenging curriculum, with a commitment to innovative teaching and excellent relationships across the community.

School life embraces a broad range of sporting, artistic, social and cultural opportunities in an environment specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

The School has first-class facilities, providing an environment that enables pupils to develop their interests and strengths both inside and outside the classroom.

We are committed to achieving the best outcomes and experiences for the girls. Our warm, supportive and positive culture builds pupils' confidence, self-fulfilment, resilience and happiness. A richly diverse culture underpins this with kindness, generosity, opportunity and social responsibility, combining a global outlook with a sense of local belonging.

The School is part of the GDST, the leading network of independent girls' schools in the UK, founded in 1872. The Head is a member of HMC and GSA. The Head of the Prep School is a member of IAPS. The GDST is a founding member of the International Coalition of Girls' Schools. For more information, please visit the school website www.schs.gdst.net



AIMS & ETHOS

Our vision is to nurture excellence in every pupil to develop agile and creative thinkers who outperform their expectations. Our commitment is to the self-actualisation of every pupil in their learning, relationships, sense of community and connection, and as leaders, team-players, innovators, trailblazers, disruptors and creators.



Our family ethos means that we know and value every girl as an individual – we are a family not a factory, and we proudly celebrate our community's diversity as a local school, drawing strength from our rich social and cultural mix and working in partnership with local maintained and independent schools to broaden our pupils' experiences.

In the spirit of our motto "Towards wisdom unafraid" we aim to inspire pupils to feel excited about learning, enriched by our wide-ranging and sometimes quirky co-curricular opportunities, grounded in a culture of excellent pastoral care where every pupil feels they belong and is valued as themselves.

We are a school of kindness, respect, integrity and compassion, where our pupils are energised by ambition and an excitement for learning, inspired by our talented and committed staff. Our expert pastoral care is intrinsic to this, so that every pupil is known and their voice is heard. As a school we take time to listen, and are supportive, clear and fair in all that we do. Our girls take pride in volunteering within their community, fundraising for national and international causes and developing their kindness, compassion and respect for the wider world. Our partnership with parents is crucial to our holistic approach so that together we enable every pupil to flourish.

We are experts in, and champions of, all girls' education, drawing strength from being a member of the GDST family of schools, which are powerful influencers in girls' education. As a through school from 3 to 18, our pupils make friendships for life and they value their connections with pupils of all ages throughout their lives, through our joyful alumna network.

Our pupils learn to face the future with curiosity and optimism and to achieve ambitiously, beyond their expectations. They mature into confident, resilient and accomplished young people, positively engaged in the world around them, richly equipped in character and mind for the challenges of their future lives, their learning and careers beyond school.



PASTORAL CARE

“Pupils have a profound appreciation of diversity and a strong sense of belonging.” ISI Report, 2024



At Streatham & Clapham High School, we are dedicated to providing a supportive and nurturing environment where every pupil can flourish academically, socially and emotionally. Our pastoral care framework is designed to ensure that each pupil feels valued, supported and empowered to reach their full potential. We take a holistic approach to all aspects of school life, knowing that happy pupils are the most engaged and successful learners.

Our pastoral team consists of Tutors, Heads of Year, a Special Educational Needs Coordinator, an Attendance Officer, a Head of Transition, the School Nurse, and the School Counsellor, all of whom work together to provide the best possible care and outcomes for our pupils.

Form tutors play a key role in building strong relationships with their tutees, ensuring their well-being and academic success. Whenever possible, Senior school tutors remain with the same group from Year 7 to Year 11, allowing them to deeply understand and support each pupil's unique character, strengths and needs. They are responsible for day-to-day pastoral care, encouraging good attendance, punctuality, conduct and appearance while monitoring academic progress alongside well-being. Tutors also act as the primary point of contact with parents, fostering a collaborative relationship to ensure the best outcomes for each pupil.

At the Senior school, Heads of Year provide additional oversight and support, guiding a specific year group from Year 7 to Year 11. They work closely with both pupils and their families to address the specific pastoral, developmental, and academic needs of their year group, ensuring that each pupil receives the care and attention they need to thrive.

Together, our pastoral team ensures that every child at SCHS feels supported, valued, and encouraged to achieve their best in all aspects of school life.

ACADEMIC LIFE

Leaders plan a cohesive curriculum and ensure that it is taught effectively. The curriculum supports the development of pupils' knowledge, skills and understanding and provides a wide range of learning opportunities.

ISI Report, March 2024



Streatham & Clapham High School's academic ethos is rooted in fostering a love for learning, intellectual curiosity, and the pursuit of excellence. The school emphasises a balanced approach where academic rigour is complemented by personal growth and well-being.

SCHS believes in educating the whole person, nurturing both the intellectual and emotional development of its students. The school's curriculum is designed to encourage creativity, critical thinking, and independent learning. This holistic approach ensures that students are not only prepared for academic success but also for the complexities of the modern world.

Every student at SCHS is recognised as an individual with unique talents and potential. The school provides a supportive environment where students feel known as themselves, enabling them to flourish academically and personally. Small class sizes allow teachers to tailor their instruction, ensuring that every girl is both challenged and supported in her learning journey.

The academic programme at SCHS blends traditional subjects with innovative approaches and boasts a range of subjects including Chinese, Engineering and DT. The school encourages cross-curricular learning, where students make connections between different disciplines, fostering a deeper understanding. This approach helps students develop a broad range of skills, from analytical thinking to creative problem-solving.



LIFE BEYOND THE CLASSROOM

“Being part of the GDST gives us a competitive opportunity to play with schools from across the country, my most memorable tournament would be winning the GDST hockey rally in Bath.”

Fran – Sports Scholar



At Streatham & Clapham High School, we are deeply committed to the holistic development of every student. We believe that education extends far beyond academic success, which is why we place a strong emphasis on providing enriching experiences outside the classroom. Our extensive co-curricular programme is designed to nurture well-rounded individuals, offering a diverse range of activities that inspire curiosity, creativity and personal growth. From sports to the arts, music to debating, there is something for every pupil to discover and thrive in.

The GDST has made substantial investments in our facilities, creating a modern and inspiring environment for both students and staff. Highlights include a state-of-the-art Sixth Form Centre and spacious dining facilities, plus newly renovated drama and performance spaces with advanced lighting and studio equipment.

In recent years, we have completed updates to the Senior School library, built a new sports pavilion, and redesigned the Prep School library. Our newly completed IT suite features a Podcast room and sustainable materials throughout, and our updated “spa” style toilets offer comfort and eco-friendly features. These thoughtful upgrades reflect our commitment to innovation, sustainability, and a welcoming community in which girls flourish.

PUPIL OUTCOMES

“Pupils, including those who have special educational needs and/or disabilities (SEND), make progress due to a cohesive and effectively taught curriculum.”

ISI Report, March 2024



The academic starting points of our pupils are significantly above the national average, with a proportion of pupils being far above the national average.

Pupils do themselves proud in their examination outcomes: in 2025 at GCSE, 76% of all GCSE grades achieved were within the 9 to 7 range (A* - A), marking the best-ever GCSE examination results (excluding the COVID years). Particularly noteworthy is the success in specific subjects: 85% of grades in Biology, 82% in Chemistry, 85% in Physics, 78% in Mathematics and 94% in Computer Science were grades 9 - 7, underscoring the diverse talents and interests of our students. At A Level we are thrilled that 33% of all grades awarded were at A* - A compared with 28% nationally, while 69% were at A* - B. These successes have led to outstanding university outcomes, with 92% of students securing a place at their first or second-choice institution. Of these, 85% will attend Russell Group universities, and four pupils have received unconditional offers.



THE DEPARTMENT



The Department

Our Pastoral and Safeguarding team is at the heart of school life, dedicated to ensuring every girl feels truly seen, supported, and understood. We are deeply committed to nurturing each individual throughout their journey with us, fostering an environment where every pupil feels valued, respected, and confident in the strength of their support network.

Relationships underpin everything we do. By encouraging pupils to listen to each other's perspectives, reflect on the impact of their actions, and work collaboratively to repair relationships, we equip them with essential life skills. This commitment to pupil voice and empowerment was recently recognised with an award for our innovative approach to involving students in decision-making.

The team comprises an Assistant Head Pastoral, Safeguarding & DSL, seven Heads of Year, the School Nurse, and an Attendance Officer. Together, these key adults work to ensure that every girl thrives. They meet weekly as a pastoral panel to review individual strengths and barriers, agree tailored interventions, and analyse data to identify trends and patterns. This enables the team to deliver universal provision proactively and strategically, ensuring wellbeing remains central to the pupil experience.

In addition to therapeutic interventions, the department leads whole-school wellbeing initiatives, including PSHCE lessons, assemblies, parent lectures, and staff training. Our pastoral system is the beating heart of the school—a dynamic, collaborative network that is pupil centred.

ROLE DESCRIPTION

The role is necessarily adaptive and responsive, and the post holder is expected to:

- Deliver short-term, evidence-based individual and group counselling to Senior school pupils, ensuring sensitive and confidential support.
- Assess the needs of referred pupils and manage a caseload with varying levels of need.
- Arrange and facilitate meetings with referred pupils and create a secure, confidential space for counselling.
- Manage own diary and appointments effectively.
- Provide a drop-in service for pupils seeking general advice or signposting.
- Prioritise and respond promptly to child protection or safeguarding concerns in line with school policy.
- Work collaboratively with the Assistant Head Pastoral, Safeguarding & DSL including weekly meetings.
- Liaise with teachers, parents, and external agencies (e.g., CAMHS, GPs) to provide a joined-up approach to pupil wellbeing.
- Maintain accurate, secure clinical records in line with GDPR, safeguarding, and school policies.
- Contribute to whole-school wellbeing initiatives, including PSHCE lessons, assemblies, parent workshops, and staff training.
- Provide consultation and guidance to staff on supporting girls.
- Refer pupils to external agencies where appropriate, in consultation with the DSL.
- Present anonymised data and trends to senior leadership to inform proactive wellbeing strategies.
- Be responsible for the counsellor policies and contribute to whole school wellbeing policies.
- Liaise with the Prep School Counsellor regarding policies, training and transition of pupils from Prep to Senior.
- Uphold professional and ethical standards in accordance with BACP (or equivalent) guidelines.
- Engage in continuous professional development (CPD) and service evaluation.
- Attend clinical supervision
- Undertake additional duties as directed by the Assistant Head Pastoral Safeguarding & DSL within the reasonable scope of the role.



ROLE DESCRIPTION

The following items are included in the standard professional duties which a member of staff may be required to perform under the reasonable direction of the Head:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- Contribute to the school's programme of co-curricular activities.
- Support and contribute to the school's responsibility for safeguarding pupils.
- Work within the school's health and safety policy to ensure a safe working environment for staff, pupils and visitors.
- Work within the GDST's Inclusion Policy to promote equality of opportunity for all pupils and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues.
- Engage actively in the performance review process, and training and development opportunities available, including attending termly whole staff inset days.
- Adhere to school and GDST policies.
- Undertake other reasonable duties related to the job purpose required from time to time.

PERSON SPECIFICATION

Qualifications & Experience

- Professional qualification in counselling or psychotherapy.
- Accreditation or working towards accreditation with BACP, UKCP, APC, BAAT, or similar recognised body.
- Minimum of 2 years' experience working with children and young people, ideally within an educational setting.
- At least 50 hours of counselling experience with children and young people.
- Experience working independently and as part of a multi-disciplinary team.
- Knowledge and practical understanding of a range of counselling approaches and safeguarding procedures.

Skills

- Excellent communication and interpersonal skills; able to build trust and rapport quickly.
- Strong organisational skills with the ability to manage caseloads and meet deadlines under pressure.
- Competent in maintaining accurate records and secure storage of confidential information.
- Ability to work sensitively and inclusively with pupils from diverse backgrounds and varying needs.
- Skilled in exercising discretion, maintaining confidentiality, and following professional standards.
- Ability to provide guidance to staff and collaborate effectively across all levels.
- Proficient in promoting safeguarding, welfare, inclusion, and equal opportunities.

Personal Attributes

- Warm, approachable, and professional in all interactions.
- Genuine commitment to safeguarding and promoting the welfare of children and young people.
- Resilient, adaptable, and able to maintain professional boundaries while offering empathetic support.
- Collaborative mindset with the ability to work effectively within a wider pastoral team.
- Flexible approach to working arrangements and duties.
- Commitment to continuous professional development (CPD) and ethical practice.

HOW TO APPLY

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Mrs Angela Bolton via email a.bolton@schs.gdst.net

Applications should be received no later than 8:00am, 5 January 2026. All candidates should use the following link to apply and include a covering letter addressed to the Head, Ms Cathy Elliott.

https://my.corehr.com/pls/gdstrecruit/erq_jobspec_version_4.jobspec?p_id=044147



Interviews will take place shortly thereafter, though the school reserves the right to appoint an exceptional candidate at any stage of the application process.

All candidates invited to interview must bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original certificates). If original certificates are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. All candidates invited to interview must also bring with them:

- An original passport and/or other appropriate document proving your eligibility to work in the UK
- One other form of identification, such as a driving licence or birth certificate
- Two other documents, such as utilities bills, TV licence, bank, building society (stamped and signed by the bank) or credit-card statements
- Documents confirming your educational and professional qualifications Please note that candidates must bring originals of the above documents. Photocopies or certified copies are not acceptable.



TERMS OF APPOINTMENT

The role will attract a competitive salary in line with qualifications and experience, and the successful candidate will enjoy a range of employee benefits as part of the GDST.



Any offer to a successful candidate will be conditional upon:

- receipt of at least two references, satisfactory to the school (if not already received), prior to appointment
- verification of identity and qualifications
- a satisfactory DBS Disclosure at the enhanced level
- satisfactory completion of any pre-employment checks as relevant such as an online search and those to check whether you are registered for or prohibited or restricted from practicing certain professions or roles
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- satisfactory completion of the probationary period

Senior School

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