



## Counsellor

### JOB DESCRIPTION

#### Role Purpose:

The purpose of this role is to provide counselling services for pupils, including undertaking assessments and delivering counselling support to pupils of each Key Stage and their parents and carers.

#### Key Accountabilities:

Reporting to the SLT link for pastoral, this post holder will be accountable for:

- Providing a high-quality counselling service to students experiencing a wide range of SEMH issues.
- Providing support, guidance and advice to parents, carers and the school.
- Contributing to the safeguarding of children and young people

#### Key Tasks:

- To provide counselling for individual students for a range of issues including difficulties with peers, behavioural difficulties in the classroom, emotional issues arising from family breakdown, relationship with parents and attendance problems.
- To develop and implement a programme for group counselling.
- To be available to offer pupils emergency support if they come to school in a distressed state.
- To provide a high quality, easily accessible professional counselling service for pupils in the school setting.
- To run a suitable appointment system flexible to the needs of the school, offering pupils appropriate assessments and counselling appointments.
- To refer on and facilitate referrals as needed in line with school systems.
- To work with parents, carers, school staff and external agencies.
- To keep accurate case records, evidence of work done, and write reports when required, including termly reports, according to school policy, legal and other requirements.
- To liaise with the school's Safeguarding Team as required with respect to risk issues and Safeguarding and with the Designated Safeguarding Lead (or Deputy as appropriate) regarding referrals and referral to other agencies.
- To provide regular monitoring and evaluation reports to the SLT Pastoral Lead
- To carry out administrative work associated with the counselling provision.
- To be involved in appropriate staff development and training.
- To offer therapeutic work for pupils who are referred, individually or in groups, and pupils and parents, where this type of intervention is likely to be optimally effective.

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- To be familiar with and comply with the School's Safeguarding Policy.
- To maintain high standards of professional practice, complying at all times with school policies and practices.
- To take part in school CPD training programmes, presenting on matters related to emotional health and well-being.
- To attend team meetings as required.
- To actively contribute to development initiatives to improve the efficiency and effectiveness of the support services provided.

#### Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade and scope of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li><li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li></ul>
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<b>Doing the Right Thing</b>	<ul style="list-style-type: none"><li>• Have integrity and honesty in all that you do</li><li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li><li>• Take responsibility and ownership for your area of work</li><li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li><li>• Be transparent and open</li><li>• Be resilient and trustworthy</li><li>• Stand firm and stay true to our mission</li></ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"><li>• Understand how you can have a greater impact as a team than you can as an individual</li><li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li><li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li><li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li><li>• Be generous with sharing your knowledge to help to develop others</li><li>• Understand and be willing to receive suggestions and input on your area of work from others</li><li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li><li>• Be aware of other peoples' needs and show an ability to offer genuine support</li><li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li></ul>

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## KNOWLEDGE, EXPERIENCE & SKILLS

<b>Requirement</b>	<b>Assessed at</b>
<b>E – Essential</b>	<b>A – Application Stage</b>
<b>D – Desirable</b>	<b>I – Interview Stage</b>
	<b>P – During the probationary period</b>

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	GCSE Maths and English, minimum grade 4 or equivalent	X		X	X	X
	A nationally recognised diploma in Counselling following a minimum two years training	X		X	X	
	Degree in a relevant subject		X	X	X	
	Demonstrable understanding and acceptance of the BACP counselling Code of Ethics.	X		X	X	X
	Knowledge and understanding of the barriers to learning faced by children and young people	X		X	X	X
	Knowledge of statutory processes and responsibilities relating to child protection	X		X	X	X
	An established knowledge and understanding of the effect of social, economic and cultural issues on children and young people and how to minimise the impact on their personal and educational development	X		X	X	X
	Relevant safeguarding qualification and/or training	X		X	X	X
	Evidence of recent relevant CPD	X		X	X	X
<b>Experience</b>	Proven track record of providing emotional support to young people with a successful impact on emotional well being	X		X	X	X
	Experience of working with the relevant age group in an educational setting	X		X	X	X
	Experience of working with external agencies	X		X	X	X
	Experience of extracting and analysing data and running standard reports	X		X	X	X
	Experience of dealing with sensitive and confidential student information	X		X	X	X

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	Experience of preparing documentation for external agencies and statutory returns	X		X	X	X
Skills	Skilled in the development and implementation of individual and group counselling programmes.	X		X	X	X
	Ability to provide a high quality, easily accessible professional counselling service for pupils in a school setting	X		X	X	X
	Ability to accurately assess and respond to the needs of children and young people	X		X	X	X
	Ability to communicate in a clear, concise, logical and informative manner with a wide range of audiences, including a range of pupils of varied age/ability/SEND and in a variety of media	X		X	X	X
	Able to effectively assimilate and respond to key issues/strategies relating to the provision of pupil support services	X		X	X	X
	Excellent interpersonal skills, with the ability to establish positive and supportive working relationships with young people and adults.	X		X	X	X
	Ability to form positive relationships with and between partner organisations, and with parents/carers and local community representatives	X		X	X	X
	Ability to manage self and co-ordinate time effectively to implement an appointment system that is flexible to the needs of the school	X		X	X	X
	Ability to work effectively within a team environment	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to produce reports in appropriate formats	X		X	X	X
	Ability to analyse and evaluate data to identify trends and issues	X		X	X	X
	Ability to use ICT, software, spreadsheets, databases, other packages and other specialist equipment	X		X	X	X

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