



Sheldon School  
Chippenham

# Candidate Information



## School Counsellor

Closing Date: Noon, 18<sup>th</sup> May 2021  
Interview Date: To be confirmed

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## Cover Letter

May 2021

Dear Colleague,

### Vacancy for School Counsellor

Thank you for your enquiry about our vacancy for a School Counsellor. I am enclosing an application form, job description and person specification together with some general information about the school.

At Sheldon, we have a strong desire for all students to achieve their potential. For some of our students, they require additional support for this to happen. We are now seeking to appoint a qualified Counsellor to join our passionate pupil support team. Our school Counsellor will support students through targeted counselling interventions and will promote the physical, mental and emotional wellbeing of our pupils. Liaising with the Designated Safeguarding Lead, SMT and SENDCo, the successful candidate will play a key part of the school's pastoral system and show commitment to developing positive attitudes and approaches to lifelong learning for all students by providing therapeutic interventions and strategies.

You will have a positive attitude yourself and your ability to engage and encourage young people will be essential, as will your ability to work flexibly to meet their individual needs. A relevant qualification in Counselling/Psychotherapy will be essential, and relevant experience of supporting young people within a secondary school is desirable.

Sheldon is a high-achieving school with a strong record of success. You would be joining a very hardworking and supportive team which has a strong collegiate atmosphere. We offer a full programme of induction and support to all colleagues who join us and there is a continual focus on staff development and wellbeing, both of which rated very highly in the most recent external survey. Staff morale, in what are challenging educational times, is high, borne out of there being a real sense of community. We work hard, but the effort is worth it: the students certainly appreciate it and you will have plenty of fulfilment.

I personally believe that Sheldon is a great school. I have worked in six schools in total and am continually impressed by the positivity of the staff and the atmosphere around the school that is overwhelmingly happy and shows our students to be enjoying their learning in a thriving environment. It's simply a pleasure to come to work each day and I think you would find staff will say the same to you were you to ask them. We're obviously working through some interesting times, but even now the camaraderie between staff is excellent and the engagement between staff and students very positive.

With regard to conditions of service, the post will be 37 hours per week, and term time only. The working hours will be from 8am until 4pm, Monday to Thursday and 8am until 3.30pm on Friday with half an hour unpaid lunch break each day. However, the hours of work can be negotiated. The successful candidate will be required to work on Staff Development Days giving a total of 39 working weeks per year, but will be paid for 44.60 weeks. The grade for the post is Grade J, Scale points 21-23, £30,451-£32,234 full time equivalent. Based on 5 days per week the pro rata salary would start at £26,045 per annum (£15.7835 per hour).

Hardenhuish Lane, Chippenham, Wilts. SN14 6HJ

**Headteacher:** Neil Spurdell BSc (Hons)

**Tel:** 01249 766020 **Fax:** 01249 766030

**Email:** admin@sheldonschool.co.uk **Web:** www.sheldonschool.co.uk





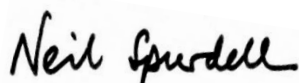
In addition, we have included other information to outline the all-round offer, but please also take the time to look at what happens in the school day-to-day by visiting our website. I hope that, having read the information, you will be keen to apply.

We would like the successful candidate to be able to start work in September 2021 if possible.

Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to apply for a disclosure from the Disclosure & Barring Service which will be made before the appointment is confirmed. In addition, all applicants must provide two references, including one from a present or most recent employer. References will not be accepted from relatives or people writing solely in the capacity of friends and references will be requested before interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children.

If you feel that you possess the necessary skills and qualities and are excited by this opportunity, we very much look forward to receiving your application, which must be returned to Kirsia Edwards, HR Adviser, by **midday on Tuesday, 18<sup>th</sup> May 2021**. Please complete the application form and return it by post or email to [hr@sheldonschool.co.uk](mailto:hr@sheldonschool.co.uk). We would hope to interview by the end of May, so if you have heard nothing by this date, please assume you have been unsuccessful on this occasion. If this proves to be the case, I thank you for your interest in Sheldon School and wish you success in your future career.

Yours sincerely,



Neil Spurdell  
Headteacher

## Job Description

<b>Postholder</b>	School Counsellor
<b>Line Manager</b>	Assistant Headteacher Personnel, Care and Guidance
<b>Salary/Scale of Post</b>	Grade J Scale Points 21-23 (Currently £30,451-£32,234 full time equivalent)
<b>Hours of Work</b>	37 Hours Per Week (5 days per week) – 39 weeks per year
<b>Post Purpose</b>	<p>The post holder is responsible for providing a high-quality school-based counselling and psychotherapy service to students experiencing a wide range of emotional problems. To provide support, guidance and advice to parents, carers and the school. To observe confidentially and to support the school's endeavour to provide excellent teaching and learning for all students.</p> <p>The information below is provided for the post holder to understand and appreciate the work content of the post. However, it should be noted that whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have been used below in the assumption that all usual associated routines are included in the post description.</p>
<b>Main Duties &amp; Responsibilities</b>	<p>The School Counsellor will be required to undertake the following duties:</p> <ul style="list-style-type: none"> <li>▪ To be responsible for the confidential counselling services to students as needed.</li> <li>▪ To be responsible for maintaining appropriate and confidential records.</li> <li>▪ To liaise with the Designated Safeguarding Lead on a frequent basis.</li> <li>▪ To provide regular data such as numbers, age range and types of problems to SMT.</li> <li>▪ To have a thorough knowledge of the Mental Health provision locally and nationally.</li> <li>▪ To continually review and evaluate the service provision.</li> <li>▪ Deal with or report via CPOMS incidents that are seen or reported regarding students' emotional health and welfare.</li> <li>▪ Be mindful, at all times, of the school's Equal Opportunities policy.</li> <li>▪ To deliver mental health interventions: 1:1 sessions, group sessions, and support whole school initiatives as appropriate. Utilising a wide</li> </ul>

	<p>range of cognitive/behavioural techniques, solution focussed therapy, relaxation exercises and guided imagery. Delivering sessions incorporating teaching techniques for coping strategies in difficult situations. Collating, evaluating and measuring the impact the impact of the sessions.</p> <ul style="list-style-type: none"> <li>▪ Ensuring referred students are assessed as quickly as possible in order to ascertain the urgency of their needs.</li> <li>▪ To liaise with local services so that students access the right level of support at the right time.</li> <li>▪ Work closely with parents and carers to facilitate support at home.</li> <li>▪ Contacting and meeting with parents and school staff advising on strategies to be used aiding consistency. This could include home visits for parents/students arranged in consultation with the Headteacher.</li> <li>▪ Undertaking classroom and student observations providing student assessment, in relation to suitability for counselling sessions.</li> <li>▪ Work within and be a member of a recognised Code of Ethics and Practice, such as BACP, and be responsible for own continuous professional development and personal supervision.</li> <li>▪ Make decisions as to what information should be passed, to whom, around issues of confidentiality, GDPR and safeguarding, incorporating referrals to additional services in liaison with staff members.</li> <li>▪ Evaluate the impact of your work in line with established processes.</li> </ul>
<b>Associated Duties</b>	<ul style="list-style-type: none"> <li>▪ To undertake other tasks commensurate with the scale and responsibilities of this post</li> <li>▪ To undertake any reasonable duty deemed necessary by the line manager</li> <li>▪ To be responsible for promoting and safeguarding the welfare of children and young persons that you might come into contact with during the course of your day to day activities around the school site.</li> <li>▪ To carry out any other reasonable instructions given by the Headteacher, the Inclusion Co-ordinator and the Designated Safeguarding Lead.</li> <li>▪ All duties must be carried out complying with:             <ul style="list-style-type: none"> <li>▪ The Health &amp; Safety at Work Act</li> <li>▪ Act of Parliament, Statutory instruments and regulations, as well as other legal requirements</li> <li>▪ Relevant nationally agreed Codes of Practice</li> <li>▪ Disability rights Act and SEN Discrimination Act</li> <li>▪ The General Data Protection Regulations (GPPR)</li> </ul> </li> </ul>

## Person Specification

Detailed below are the types of qualifications, experience, skills and knowledge which are required.

The Essential column shows the minimum essential requirements for the post.

The Desirable column shows additional attributes which would enable the applicant to perform the role more effectively with little or no training. They are not essential, but may be used to distinguish between applicants.

The Category column indicates the method of assessment:

**A = Application form**

**C = Certificate**

**T = Test**

**I = Interview**

**R = Reference**

	Essential	Desirable	Category
<b>Technical Competency (Qualifications and Training)</b>			
Diploma, degree or equivalent in counselling/psychotherapy e.g. Level 4 or above Diploma in Counselling. A registered member of BACP/UKCP/NCS or equivalent.	√		A, C
Evidence of appropriate and further CPD within current role		√	A
Knowledge of a range of supports and agencies available to help students and families	√		A, I
An understanding of the inclusion agenda within school environments	√		
An understanding of measuring impact and tracking progress		√	A, I
Good ICT skills		√	A
<b>Experience</b>			
Previous experience working with young people and families	√		A, R, I
Responsibility for managing own workload	√		A, R, I
Previous experience working in a similar field counselling young people and working with families		√	A, R, I
Work within a school environment		√	A, R, I
<b>Skills and Attributes</b>			
Excellent communication skills, written and oral	√		A, R, I
Work well under pressure	√		A, R, I

Ability to motivate and inspire children and young people	√		A, R, I
Excellent planning and organisational skills	√		A, R, I
Ability to work constructively both as part of a team and individually	√		A, R, I
Excellent time management skills	√		A, R, I
Ability to liaise with a wide range of professionals	√		A, R, I
Excellent interpersonal skills	√		A, R, I
Ability to form and maintain appropriate relationships and personal boundaries with young people	√		A, R, I
<b>Personal Qualities</b>			
An interest in education	√		A, I
Helpful and positive nature with a can-do approach	√		I
A desire to make a difference	√		R, I
Innovative and forward thinking		√	A, R, I
An unconditional positive regard for young people	√		R, I
Ability to be flexible and have an adaptable attitude to work and role when circumstances demand	√		A, R, I
Energy, enthusiasm and resilience	√		R, I
Understands the importance of confidentiality with high levels of integrity	√		A, R, I
Work within school policy guidelines	√		I
A collaborative/team approach	√		I
Non-judgemental	√		A, I
Good sense of humour		√	I
<b>Safeguarding</b>			
Ability to demonstrate an understanding of safeguarding responsibilities and committed to promoting the welfare of children	√		R, I
<b>Other</b>			



Have an understanding of and be able to demonstrate a commitment to, Equal Opportunities and Diversity	√		I
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**Please also note that where qualifications are required, employment is conditional on the verification of them. Qualifications (must be original documents) will be checked on the first day of appointment.**



# Sheldon School

Chippenham



**Headteacher:** Neil Spurdell BSc (Hons)  
Hardenhuish Lane, Chippenham, Wilts. SN14 6HJ