

Trinity Academy Sowerby Bridge

Job Description



Job Title: Counsellor
Job Scale: Scale 6 (Points 18 - 22)

BASIC JOB PURPOSE

- To provide a high-quality counselling service to students experiencing a wide range of emotional problems.
- To provide support, guidance and advice to parents, carers and the wider academy
- To bring families and other agencies together to benefit the education and welfare of the children concerned.
- To proactively develop of a range of support services and strategies for students and the wider community.
- To manage individual cases causing concern, by means of correspondence, meetings, home visits and other appropriate measures.
- To observe confidentiality and to support the school's work to provide excellent teaching and learning for all students.
- To contribute to the safeguarding and promotion of the welfare and personal care of children and young people

Reporting to: Assistant Principal, Behaviour

Responsible for: NA

MAIN RESPONSIBILITIES

1.	Strategically lead the overall development of a range of support services for students and the wider community.
2.	Provide an independent and confidential counselling service to students and occasionally staff through individual sessions, responding to their personal, social, emotional or educational concerns.
3.	Develop programmes for students to support their emotional wellbeing.
4.	Target and intervene with appropriate strategies when vulnerable students are under-performing in any aspect of their lives.
5.	Evaluate the impact of the services offered and plan for future improvements.
6.	Promote a caring and supportive environment where a range of concerns and issues may be explored, thereby promoting mental and emotional health.
7.	To provide guidance and support for pupils at risk of exclusion and/or under-performance.

8.	To work effectively in a multi-agency setting.
9.	To work in close collaboration with relevant work colleagues as appropriate.
10.	To communicate effectively (by telephone, in writing and at meetings) with parents, academy staff and others and give clear information and sound advice and support, as required.
11.	To provide training, advice and guidance to education personnel and other relevant agencies on student counselling services.
12.	To have an appropriate understanding of Safeguarding Children and be able to provide advice for academy staff and others in this area.
13.	To work flexibly with young people, their families and others in providing help and support.
14.	Maintain appropriate records and to keep these secure
15.	Uphold good practice as described by the BACP ethical guidelines, and maintain confidentiality (except in those circumstances, in line with BACP practice, where this should be breached).
16.	Ensure that as a Counsellor the postholder is properly and regularly supervised, as required by the BACP

Other Specific Duties:

- All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school.
- Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To continue personal professional development as required
- Attend staff and other meetings and participate in staff training and development events as required
- To actively engage in the performance review process
- All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee's current salary
- To work in the best interests of the academy Trust, students, parents and staff
- To adhere to the academy's policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety
- To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role
- To work at locations across the academy Trust, as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each

individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

Job Title: Counsellor		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and experience	<ul style="list-style-type: none"> • 5 GCSES (grade C or above), including Maths and English (or equivalent) • HE Diploma in counselling or equivalent • BACP accreditation or working towards • recent experience of working as a counsellor for children / young people aged 11-16 • experience of successfully working with identified disaffected students, or groups of students • experience of forging community/voluntary/parent and partner agency links 	<ul style="list-style-type: none"> • Educated to degree level • Therapeutic training or qualification in working with children and young people
Knowledge and understanding	<ul style="list-style-type: none"> • understanding of students welfare and pastoral needs • An understanding of the developmental, emotional, social and educational issues of young people • An awareness of the range of needs of people from diverse ethnic, cultural and social backgrounds • strategies for ensuring equal opportunities for students, staff and other stakeholders 	<ul style="list-style-type: none"> • Experience of counselling within an education setting • understanding of Safeguarding and Child Protection issues • Knowledge of local mental health and CAMHS services and provisions
Skills and abilities	<ul style="list-style-type: none"> • ability to communicate effectively, negotiate and network through highly developed inter-personal written, verbal and presentation skills to a range of audiences, including SLG and governors • ability to participate professionally in meetings • work as an effective team member and apply given instructions • prioritise, plan and direct the workload, balancing long and short term priorities • set high standards and provide a role model for students and staff • well-developed analytical, planning and organisational skills • demonstrate a willingness to take the initiative • identify and develop creative and imaginative solutions to solve problems • seek support and advice when necessary • deal with student's personal and other crises • demonstrable ability to evaluate work programmes and strategies • evidence of sound judgment skills 	<ul style="list-style-type: none"> • willingness to develop own understanding and capability through advice and training • think clearly in emergency situations
Personal qualities	<ul style="list-style-type: none"> • enjoyment in working with young people and families. • an excellent record of attendance and punctuality • commitment to inclusive education • respect for confidentiality • commitment to learning • resilience and perspective 	

