



JOB DESCRIPTION



Job Title:	SCHOOL COUNSELLOR & WELLBEING WORKER
Reports To:	Deputy Headteacher
Grade:	7
1.	<p>MAIN PURPOSE OF JOB:</p> <p>To provide a high quality counselling service to students experiencing a wide range of emotional problems.</p> <p>To work collaboratively with school staff, students, parents / carers and external agencies etc. in raising the health, welfare and well-being of children and young people at the school.</p>
2.	<p>CORE RESPONSIBILITIES AND DUTIES:</p> <ul style="list-style-type: none"> To provide a high quality counselling service to students experiencing a wide range of emotional problems. To be responsible for maintaining appropriate and confidential records. To provide regular audit information such as numbers, age range and types of problems to the relevant member of staff. Develop, deliver and co-ordinate a comprehensive emotional support and well-being programme for students who experience certain difficulties which create barriers to their learning. To provide support, guidance and advice to parents, carers and school, on matters relating to emotional health, welfare and well-being. To have a thorough knowledge of the Mental Health provision locally and nationally To continually review and evaluate the service. Responsibility for assessments of emotional well-being and joint working with CAMHS, CAMHS Crisis Team and other external agencies. Deliver and evaluate mental health / welfare related workshops for identified students. To provide advice on health promotion to students, parents/carers and staff. To be committed to Continuing Professional Development and to keep up to date with national and local issues which effect the social, emotional and mental health of young people and issues relating to their education. To take a proactive approach towards managing own work and caseload. This may occasionally require working outside normal office hours. To maintain up to date records in accordance with agreed procedures and to provide written and verbal reports for monitoring and evaluation purposes.
3.	<p>SUPERVISION / MANAGEMENT OF PEOPLE</p> <p>No. reporting - Direct: 0 Indirect: 0</p> <ul style="list-style-type: none"> The job holder will actively broker and co-ordinate the contributions and activities of colleagues from partner agencies to support the delivery of care and support for students.

4.	<p>CREATIVITY & INNOVATION</p> <ul style="list-style-type: none"> • Innovation and creativity is essential on a day to day basis to allow the job holder to provide a responsive and effective service that is personally focused on the needs and circumstances of students. • The Job Holder will carry out direct work, in partnership with school staff, students and parents / carers • The job holder will develop, adapt and co-ordinate a range of evidence based interventions / approaches that will address the presenting behaviour and assessed need. • The ability to demonstrate initiative and reflective practice is crucial in the planning, facilitation, reviewing and evaluation of student interventions The Job Holder needs to be able to respond sensitively to the individuals they work with and unforeseen/unexpected situations and complexities that might occur. • The Job Holder will need to demonstrate effective communication and interpersonal skills in order to advocate on behalf of students with other agencies – while acting (within safeguarding parameters) in the best interests of the student and their family/carers. • The Job Holder will be involved in developing new ideas and adapting or improving policy, practice and procedure. • A high level of creativity and innovation is essential to co-produce bespoke personalised support plans to deliver positive outcomes for students.
5.	<p>CONTACTS & RELATIONSHIPS:</p> <p>The School Counsellor & Wellbeing Worker will:</p> <ul style="list-style-type: none"> • Liaise with other professionals and agencies to ensure students receive appropriate and timely interventions. • Be compassionate in meeting the needs of children, young people and their parents/carers. • Promote effective partnership working with multi-agency and multi-disciplinary colleagues. • Act as a key point of contact and will establish and promote positive working relationships with families, parents/carers of students with emotional, social and mental health problems. • Network effectively with community and school-based staff to support the educational achievement, attendance and the social and emotional well-being of students. • Promote a collaborative flexible and creative approach to problem-solving. • Promote and maintain the safety, privacy and dignity of all children and young people acting in line with safeguarding and legal requirements to share information where required.
6.	<p>DECISIONS – discretion & consequences</p> <ul style="list-style-type: none"> • To use judgement when delivering interventions and support to determine the best course of action and when to escalate issues to more senior staff or outside agencies. • To identify students who require intervention to improve their progress and well-being. • To plan effective intervention and appropriate action which will improve outcomes for students. • To be aware of their own limitations and scope of practice. • The post holder will abide by school and relevant statutory codes of practice. • The post holder is responsible for organising / time management of their workload. • The post holder is accountable to the School Social Worker and Safeguarding advisor for day-to-day practice
7.	<p>RESOURCES – financial & equipment</p> <ul style="list-style-type: none"> • Responsible for the health and safety of office equipment used in the work setting.

8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work Demands</p> <ul style="list-style-type: none"> • Largely office based with some movement across the school site. • The Job Holders work is subject to pressure and he/she has to deal with conflicting demands, changing deadlines and statutory requirements. • The Job Holder needs to be able to respond to unexpected or emergency situations. • Must be able to manage a caseload of students and to meet reporting deadlines to their line manager and partner agencies. • Must be able to respond to changes in type or level of the needs presented by students, parents and staff experiencing challenging circumstances. • Regular used of technological devices including ICT devices, sometimes for lengthy periods. <p>Working conditions</p> <ul style="list-style-type: none"> • School based in an office environment. • There is a risk of contagious illnesses. • There is a risk of conflict with some students and parents. Any abuse is likely to be verbal. <p>Physical demands</p> <ul style="list-style-type: none"> • This post requires normal physical effort. • Must be able to accept that in exceptional circumstances a planned finish time for a day may be affected by changes in a presenting situation, which may need an urgent response. <p>Work context</p> <ul style="list-style-type: none"> • This post involves working with vulnerable students and their families/carers and some of this work may involve dealing with unpredictable behaviour. The work involves direct contact with students and parents, some of whom may have complex needs/mental health issues. • There must be flexibility to work irregular hours, on rare occasions, to meet the needs of students and their families.
9.	<p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Previous experience of working with adolescents with social, emotional and mental health needs in an education, healthcare or community setting. • Recognised Counselling diploma qualification (Level 4) or higher and BACP / UKCP Registration and post qualification experience. • Knowledge of local mental health provision and CAMHS Service. • Knowledge of 11-18 educational and adolescent developmental issues. • Knowledge of psychological/ development issues experienced by young people and of working with families. • Experience of working collaboratively and an ability to engage with children and young people and work effectively in distressing and challenging circumstances • Detailed understanding of Safeguarding and its application in practice. • Able to promote at all times a positive image of children and young people with emotional and mental health needs. • Experience of using systems to identify underperformance and in implementing appropriate interventions. • Demonstrates understanding of the importance of sound research/evidence based interventions when planning / delivering interventions for students to prevent/address emotional and mental health needs and well-being to improve progress, attendance and personal development.

- Ability to successfully work as a team member across a range of disciplines.
- Excellent communication skills and time manager, able to negotiate competing demands and work to tight timescales.
- Able to adopt good administrative practices.
- Able to work independently and to respond positively to guidance and direction.

10. Position of Job in Organisation Structure

Assistant Headteacher
(Inclusion)



School Social Worker and Trust
Safeguarding Advisor



**School Counsellor &
Wellbeing Worker**