**School Counsellor**

**Grade:** 7 SCP 23

**Hours Per Week:** 5 (on one day)

**Work Pattern:** Term Time only – 33 weeks per year

**Location:** Greenvale Primary School

**Reporting to:** SENCO

**Accountable to:** Head Teacher

**ROLE**

The role is primarily to provide one to one counselling to children, to maintain appropriate records and liaise regularly with the School SENCO and Head Teacher and with other professionals as necessary.

**Main Duties**

* To provide an independent and confidential counselling service to pupils and staff at Greenvale Primary School through individual sessions, responding to their personal, social, emotional or educational concerns;
* To promote a caring and supportive environment where such concerns may be explored, thereby promoting the mental and emotional health at Greenvale;
* To maintain confidentiality (except in those circumstances, in line with BACP practice, where this should be breached);
* To uphold good practice as described by the BACP ethical guidelines.
* To make referrals, where appropriate and following discussions with SENCO / HT, to other agencies;
* To liaise, where appropriate, with members of staff;
* To maintain appropriate records and to keep these secure;
* To liaise with school staff and other professionals as appropriate to ensure the effective operation of the service;
* To be alert to trends and patterns of problems and to be willing to identify causes and recommend corrective action;
* To play an active role in Safeguarding children and adhere with guidance from the Croydon Safeguarding Children Board (CSCB) and school policies.
* To ensure that as a Counsellor they are properly and regularly supervised, as required by the BACP
* To contribute in any other reasonable fashion to promote the safety and wellbeing of the children.

**Additional Duties**

* To use expert knowledge to advise on matters related to social, emotional and mental health
* To contribute towards the evaluation and development of the service
* To attend meetings or discussion sessions with parents if asked and as appropriate within the agreed confidentiality guidelines above.

**Professional Development**

* To ensure that practice is constantly developed and kept up to date by attending clinically based courses, seminars, conferences and by involvement with the relevant professional body.

**Other responsibilities**

* The post-holder is not expected to undertake duties that may conflict with his/her role as a therapist, e.g. supervision of students during break times, involvement in disciplinary procedures etc (unless felt to be appropriate by the post-holder)
* To carry out any other duties commensurate with the grade and responsibilities of the post, as directed by the Senior Therapist or Head of School.

Please see Person Specification overleaf

**Person Specification**

The ideal candidate will have, a real understanding of how to work effectively with adolescent children within a school setting and a warm, empathetic, approachable character.

**Essential**

* At least level 4 diploma in counselling
* Professional body accreditation;
* Previous experience of working with children and in a school setting;
* Skilled in the use of complex methods of psychological assessment, intervention and
* management;
* An understanding of the emotional, social and developmental issues facing children and young
* people;
* Knowledge of the Children’s Act and other legislation pertaining to children;
* Evidence of excellent written and verbal communication skills, with positive communication
* and active listening skills;
* Display patience, tolerance and sensitivity with a mature, non-judgemental outlook;
* The ability to work independently, deal with a wide and varied work load, prioritising
* accordingly;
* Demonstrate a commitment to ongoing professional development;
* A proven ability to identify when further intervention is required;
* Ability to work flexibly to fulfil the requirements of the post.

**Desirable**

* Previous experience of working in or alongside CAMHS;
* A working knowledge of local mental health services and how to access them;
* Additional training in the therapeutic use of play or the arts or other non-verbal medium
* Knowledge and understanding of a range of therapeutic approaches