

	<b>College Counsellor Job Description and Person Specification</b>	
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<b>Post Title:</b>	College Counsellor
<b>Responsible to:</b>	Head of Faculty – Learning Support and Wellbeing
<b>Responsible for:</b>	Counselling service to students
<b>Grade</b>	Annual salary is Band G £22,629 to £24,154 (Term-time 192 days) 37 hours per week. FTE Salary is £25,990 to £27,741

### Main Purpose of Job

This post is based in the Faculty of Learning Support and Wellbeing. All staff work in the interests of students and collaborate with each other to ensure the best possible outcomes for students.

The role of the College Counsellor is a professionally independent role that operates within the policies, procedures and practices of the College and relevant professional standards framework (BACP).

The successful candidate will provide counselling services that encourage a climate for safe and trusting relationships. To work under a referral system as agreed with the Head of Faculty. To work to professional standards to ensure that student needs are met within the scope of the post.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

**Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

## Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

**A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)**

### 1. Role Specific Duties and Responsibilities

1	Role Specific Duties and Responsibilities	A	L	O
1.1	Offer pupils individual and/or group counselling under the agreed referral system (to be agreed with the Head of Faculty).	✓	✓	✓
1.2	Develop and work within a robust and agreed policy on confidentiality of client material.	✓	✓	✓
1.3	Provide information on the counselling service, the role of the College counsellor and a clear understanding of the contract of confidentiality with the students	✓	✓	✓
1.4	Liaise with the CLASS team, Safeguarding team, other college staff and relevant agencies to secure support for students.	✓	✓	✓
1.5	Keep suitable case records on each counselling session in a secure place (to be agreed), in accordance with the GDPR regulations, and in accordance with BACP Professional Standards and internally agreed methods of working.	✓	✓	✓
1.6	Present data to the Head of Faculty on a regular basis showing the number of clients who use the service and reasons for referral whilst maintaining confidentiality.	✓	✓	✓
1.7	Review and evaluate the service provided and report to the Head of Faculty.	✓	✓	✓

### 2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths

	and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

## Person Specification Post: College Counsellor

<b>1</b>	<b>Qualifications / Training / Experience</b>	<b>Essential Criteria</b>	<b>Method of Assessment</b>
1.1	A diploma or degree in Counselling.	✓	AF, CQ
1.2	BACP accreditation.	✓	AF, CQ
1.3	Clinical supervision experience.	✓	AF, I
1.4	Experience of working in a senior position and evidence of technical knowledge and experience to support the duties and responsibilities detailed in the Job Description.	✓	AF, I, R
1.5	A working knowledge of Counselling related to cultural diversity, safeguarding and multi-agency working.	✓	AF, I, R
1.6	Having a flexible approach to day-to-day working.	✓	AF, I, R
1.7	Record of successful dealings with staff, parents and students.	✓	AF, I
1.8	Strong communication and organisational skills.	✓	AF, I
<b>2</b>	<b>Skills and Aptitudes</b>		
2.1	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF, I, R
2.2	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
2.3	Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students.	✓	AF/I
2.4	Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF/I
2.6	Effective problem-solving skills.	✓	AF/I
2.7	Positive attitude to working with students, staff and parents.	✓	AF/I
2.8	Approachable, enthusiastic and well organised.	✓	AF/I/R
2.9	Conscientious, honest and reliable and a sense of humour.	✓	AF/I/R
2.10	A commitment to the Trust and Trust improvement.	✓	AF/I/R
<b>3</b>	<b>Mandatory Requirements</b>		
3.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References	✓	AF/R

	will not be accepted from members of candidate's families or acting purely as a friend.		
<b>4</b>	<b>Physical Requirements</b>		
4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I, R

## 5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

<b>5</b>	<b>Effective Behaviours</b>	<b>Method of Assessment</b>
5.1	<b>Managing self and personal skills:</b> Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
5.2	<b>Delivering excellent service:</b> Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
5.3	<b>Finding innovative solutions:</b> Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
5.4	<b>Embracing change:</b> Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
5.5	<b>Using resources:</b> Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the Trust and impact of decisions on this.	A/I/R
5.6	<b>Engaging with the big picture:</b> Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust and each Academy are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
5.7	<b>Developing self and others:</b> Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
5.8	<b>Working with people:</b> Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
5.9	<b>Achieving results:</b> Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

**Key to abbreviations:** AF Application Form, R References, I Interview, CQ Certificate of Qualification,

**OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check  
This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.