



Job Description – School Counsellor

Post details

Job title	School Counsellor
Responsible to	Senior Deputy Headteacher
Grade / salary	Bexley 8.1-8.4

Purpose of the role

To provide a safe, confidential and professional counselling service that supports students' emotional wellbeing and mental health. The postholder helps students manage the challenges of adolescence, build resilience and develop the emotional tools they need to lead happy, healthy and successful lives, giving them a space to explore their thoughts and feelings and overcome barriers that may be affecting their wellbeing, relationships or learning. They also work closely with the Designated Safeguarding Lead and the Senior Leadership Team so that students receive the right support at the right time.

Main duties and responsibilities

Counselling

- To be available to act as a confidential counsellor, as required, by staff, students and parents.
- Explain confidentiality and its limits to each student at the start of counselling, and obtain appropriate consent, assessing Gillick competence and seeking parental/carers consent where required.
- Ensure counselling is voluntary and is never required as part of a sanction.
- Assess students' needs and risk at referral and throughout counselling, and escalate concerns in line with the school's safeguarding procedures.
- Deal with or report to the nearest member of the teaching staff incidents that are seen or reported regarding students' welfare.
- Maintain a discreet, caring and confidential manner at all times.
- Deliver counselling using a brief/short-term counselling model (typically up to 7 sessions), in line with the ethical framework of the postholder's professional body.
- Be responsible for maintaining appropriate, accurate and confidential counselling records, stored securely and separately from general school records, in line with UK GDPR and professional body guidance; record any safeguarding concerns on the school's safeguarding system.
- Provide regular updates to the Senior Leadership Team on the numbers, age ranges and types of issues being supported, without identifying individual students.
- Use routine outcome measures (for example YP-CORE) to monitor students' progress, and continually review and evaluate the counselling service, including referral and take-up patterns across different student groups.
- Arrange and deliver relevant training for staff as and when needs are identified.
- Work with parents/carers where appropriate, encouraging students to share what they have discussed with their families when it is safe and helpful to do so.
- Attend regular clinical supervision (a minimum of 1.5 hours per month), separate from line management, in line with the requirements of the postholder's professional body.

External liaison



- Be fully conversant with mental health services locally and nationally, including Children and Young People's Mental Health Services (CYPMHS, formerly CAMHS), Mental Health Support Teams (where available), and voluntary-sector services.
- Make and support onward referrals to CYPMHS, GPs and other agencies, and share significant developments with them, normally with the consent of the student and, where appropriate, their parent/carer.
- Work closely with the Senior Mental Health Lead, SENCO and pastoral team to contribute to the school's whole-school approach to mental health and wellbeing.

Safeguarding and child protection

Beths Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Follow the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children.
- Report any safeguarding or welfare concern immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL.
- Liaise with the DSL or a Deputy DSL on a frequent basis, and contribute to the safeguarding and promotion of the welfare and personal care of children and young people.
- Be alert to the fact that mental health concerns can be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation, and act in line with KCSIE.
- Complete all required safeguarding training and keep it up to date.
- Always maintain appropriate professional boundaries with students, in line with the Staff Code of Conduct.

Whole-school responsibilities

- Uphold the school's ethos, values and policies, and act as a positive role model for students.
- Work collaboratively with colleagues across the school and contribute to whole-school events where required.
- Attend relevant meetings, training, and INSET days as requested.
- Participate in the school's performance management and appraisal process.
- Undertake professional development appropriate to the role, keeping up to date with research and developments which may lead to improvements in the counselling service provided.

Health and safety

- Comply with the school's Health and Safety Policy and take reasonable care of your own safety and that of others.
- Report hazards, accidents, and near misses promptly.
- Follow risk assessments for educational visits and events you support.

Data protection and confidentiality

- Handle all personal data in line with UK GDPR, the Data Protection Act 2018 and school policy.
- Maintain strict confidentiality about students, families and staff, both in and outside school.

Equality, diversity and inclusion

- Promote equality of opportunity and treat all students, families, and colleagues with dignity and respect.
- Support the school's commitment to inclusion, including students with SEND and disadvantaged students, so all can access counselling support.
- Work effectively with, and understand, children and adults from a diverse range of backgrounds and ethnicities.



Other duties

The postholder will carry out any other reasonable duties commensurate with the grade of the post, as directed by the Headteacher or line manager.

This job description may be amended at any time following discussion with the SLT line manager and will be reviewed regularly.

Signatures

I have read and agree with the duties and responsibilities set out in this job description.

Employee

Name: _____

Signature: _____ Date: _____

Headteacher

Name: _____

Signature: _____ Date: _____



Person specification-School Counsellor

Area	Essential	Desirable	Assessed by
Qualifications	GCSEs (or equivalent) in English and Maths at grade 4/C or above; professional qualification in counselling/psychotherapy at Diploma level or above; registered member of BACP, UKCP, NCPS or another register accredited by the Professional Standards Authority	Qualification in counselling children and young people (training can be accessed through TIC+); BACP accreditation (or equivalent)	Application, certificates
Experience	Experience of working to a brief counselling model (short-term, typically up to 7 sessions); experience of risk assessment with children and young people	Experience in a school or education setting; experience of working with children and young people	Application, interview
Knowledge	Understanding of the importance of safeguarding and confidentiality; understanding of Gillick competence, consent and the limits of confidentiality	Knowledge of local and national mental health provision and referral routes; knowledge of routine outcome measures (e.g. YP-CORE, SDQ); awareness of whole-school approaches to mental health	Application, interview
Skills	Excellent written and verbal communication; confident with Microsoft Office/Teams; accurate data entry; strong organisation and ability to prioritise; ability to work flexibly and manage own workload; maintains accurate, confidential records	Experience of difficult or sensitive conversations with parents/carers	Interview, task



Area	Essential	Desirable	Assessed by
Personal qualities	Commitment to safeguarding young people; professional, approachable and discreet; caring; ability to relate well to students; works well independently and in a team; commitment to regular clinical supervision and reflective practice	Interest in people's wellbeing; openness to new ideas	Interview, references