



	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• A recognised counselling/psychotherapy qualification at Level 4+ (Diploma or equivalent) or higher, suitable for independent practice.• Membership of a relevant professional body (e.g., BACP / UKCP / NCS) and commitment to abide by an ethical framework.• Evidence of ongoing CPD.• Accredited/Registered status with a professional body (e.g., BACP Accredited / UKCP registered).• Additional training in a relevant specialism (e.g., trauma-informed practice, CBT-informed skills, bereavement, neurodiversity, attachment).	

<p>Experience</p>	<ul style="list-style-type: none"> • Experience delivering 1:1 counselling (and/or group work) to children and young people. Experience of managing a caseload and maintaining professional records, including risk and safeguarding documentation. • Experience working within or alongside education, CAMHS, youth services, or safeguarding systems. 	<ul style="list-style-type: none"> • Direct experience working as a counsellor within a school or college setting. • Experience supporting students with complex needs (e.g., trauma, self-harm, anxiety, depression, bereavement, family breakdown). • Experience delivering staff consultation, psychoeducation, or wellbeing workshops.
<p>Knowledge and understanding</p>	<p>Strong understanding of:</p> <ul style="list-style-type: none"> • Child and adolescent development and common mental health presentations in young people. Safeguarding practice, thresholds, and appropriate information sharing. • Confidentiality, consent, and ethical decision-making in a school context. • Equality, diversity, inclusion, and anti-discriminatory practice. • Data protection principles and secure record keeping. 	<ul style="list-style-type: none"> • Knowledge of school systems and pastoral structures (e.g., DSL processes, SENCO pathways, Early Help). • Understanding of trauma-informed and attachment-aware approaches in education.
<p>Skills and Competencies</p>	<ul style="list-style-type: none"> • Excellent counselling skills: building rapport quickly, empathy, reflective practice, and maintaining professional boundaries. • Strong risk assessment and safety planning skills where appropriate. 	<ul style="list-style-type: none"> • Ability to deliver group interventions or structured programmes. • Experience of outcomes monitoring tools and service evaluation (e.g., SDQ, RCADS, Goal-Based Outcomes).

	<ul style="list-style-type: none"> • Ability to communicate effectively with students, staff, and parents/carers, including handling sensitive issues with professionalism. • Ability to work both independently and collaboratively within a multi-disciplinary team. • Strong organisation: managing appointments, referrals, documentation, and time effectively. Competent ICT skills (email, secure record systems, basic reporting). 	<ul style="list-style-type: none"> • Ability to contribute to whole-school mental health initiatives.
Personal Qualities and Values	<ul style="list-style-type: none"> • Warm, calm, non-judgemental, and student-centred approach. • High level of integrity and professionalism, including respect for confidentiality and safeguarding responsibilities. • Resilient and reflective, with willingness to use supervision appropriately. • Commitment to safeguarding and promoting the welfare of children and young people. Commitment to continuous improvement and evidence-informed practice. 	<ul style="list-style-type: none"> • Creative, proactive approach to developing support pathways and preventative work. • Commitment to supporting hard-to-reach students and reducing barriers to access.
Additional Requirements	<ul style="list-style-type: none"> • Willingness to undertake safeguarding training and follow school policies. • Enhanced DBS clearance and suitable references. • Ability to work flexibly to meet the needs of the school 	<ul style="list-style-type: none"> • Ability to offer some sessions outside standard hours (e.g., after school) to improve access.