

# Information Pack for Applicants School Counsellor



**Minerva**  
Learning Trust

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The Trust will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

<b>Job Title:</b>	<b>School Counsellor</b>
<b>Location:</b>	<b>Central Office with travel between schools</b>
<b>Pay scale:</b>	<b>NJC Grade 6, Point 21: £33,143 to point 26: £37,280 gross per annum</b>
<b>Actual</b>	
<b>Annual Salary:</b>	<b>£12,446.07 to £13,999.63 (under 5 years of service)</b>
<b>Contract:</b>	<b>Permanent, part-time, 15 hours per week (2 days) x 42 working weeks</b>
<b>Start date:</b>	<b>As soon as possible</b>

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded from an outstanding single academy to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

We are looking to recruit a School Counsellor as a member of the Trust's Central Team who will work closely with the Safeguarding and Attendance Manager and school leaders to help us to achieve our mission of delivering the best possible pastoral care for all children. This post will initially be based at Ecclesfield School, but this is subject to change based on the needs of our schools.

We are looking for a motivated and engaging individual who will work as part of a team to deliver a high-quality counselling service, across all our Trust schools, to children experiencing a wide range of emotional, social and mental health challenges.

The ideal candidate will be an ambitious, forward thinking, caring, experienced and appropriately qualified professional with a track record of successfully supporting vulnerable young people and families.

### **We are looking for someone who:**

- Is committed to our core values of Inclusion, Independence, Respect, and Success.
- Is a knowledgeable and experienced Counsellor who holds a post-graduate Diploma or Masters level qualification in Counselling or Psychotherapy, as well as accreditation or registration with one of the recognised awarding bodies (BACP, UKCP etc).
- Has proven experience of providing targeted counselling support for vulnerable young people and their families within a one to one and small group setting.
- Is empathetic, patient and understanding with a non-judgemental and warm approach.
- Is an effective communicator, team player and has experience of delivering training and support to other colleagues.

**In return the successful candidate will:**

- Be a member of the Trust's Central Team and join a strong and dynamic team of professionals across our organisation.
- Be supported through a comprehensive professional development programme.
- Be provided with excellent career opportunities.
- Be offered Supervision.
- Be supported by our Trust Wellbeing and Workload Charters.
- Have access to teacher or local government pension and salary sacrifice schemes.
- Access to a free flu vaccine on an annual basis.

Candidates can find out more about the Trust and our schools via the Trust website [www.minervalearningtrust.co.uk](http://www.minervalearningtrust.co.uk) Further information is available by contacting Lucy McGann-Safeguarding and Inclusion Manager via e-mail: [lmcgann@central-mlt.co.uk](mailto:lmcgann@central-mlt.co.uk)

**The closing date is at 9am on Monday 29 September 2025 with interviews scheduled to take place on Tuesday 07 October 2025.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](http://www.minervalearningtrust.co.uk). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the Trust website [www.minervalearningtrust.co.uk](http://www.minervalearningtrust.co.uk) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application will not be considered.**

## Section 2: Letter from the Chief Executive - Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

## Section 3: About our Trust

### Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit'. As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites
- The Board of Trustees, who are appointed by the members are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014 with the vision of providing outstanding education for students from a wide variety of backgrounds across Sheffield.

During 2017/2018, the Trust united four secondary schools to establish a strong partnership, supporting the teaching and learning of approximately 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, enhancing post-16 provision in the north of the city. This growth continued in September 2021 when Woodthorpe Community Primary became the Trust's first primary school, marking the beginning of an exciting expansion into the primary phase.

In 2024, the Trust merged with another Derbyshire-based trust, adding three primary schools and one secondary school with post-16 provision. This expansion significantly increased our student population to 7,500, further strengthening our commitment to delivering high-quality education across all phases.

As a growing Sheffield-based Multi-Academy Trust, we believe that we are stronger together. Each school within the Trust has its own unique strengths, and we celebrate their diverse qualities. We are passionate about ensuring all students experience a happy and fulfilling education, reaching their full potential.

Minerva Learning Trust is led by Chief Executive Officer Bev Matthews and Chair of the Trust Board, John Doyle. Bev is an experienced Headteacher and School Improvement Leader, while John is an experienced Governor and a National Leader of Governance (NLG), having previously served as a senior leader in the local authority.

The Trust employs just over 1000 staff across our schools and central services and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

## What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

## Why We Exist

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

## Our Mission, Vision, Values and Beliefs

### Our Mission, Vision and Values



#### OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

#### OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together' by:

##### 'Working Together'

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

##### 'Learning Together'

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

##### 'Outstanding Together'

Our leaders, staff and stakeholders work tirelessly to deliver an outstanding quality of education for all students, in all of our schools.

#### OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make.

##### Inclusion

We place the needs of our students at the heart of everything we do and we all support and encourage each other.

##### Independence

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other.

##### Respect

We recognise and appreciate the diverse qualities of our schools, workforce and stakeholders and we all care for each other.

##### Success

We celebrate and communicate our successes, share good practice and we all promote a culture of continuously learning from each other.

#### OUR BELIEFS

- We believe that we will have a significant impact on young people in Sheffield by providing outstanding provision.
- We believe that we can empower existing and aspiring leaders to drive school improvement.
- We believe that through a quality education, we can support students to be successful in life after school and to positively contribute to society.
- We believe that a child's background and circumstances should not pre-determine their future.
- We believe that we can enrich the learning experience for all our students by providing aspirational opportunities beyond the classroom.

## Our Schools

We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.





Schools within our Trust are listed below, alongside an overview of their context

Academy	Headteacher	Age range	Pupil Admission Number
Barrow Hill Academy	David Smith	2-11	118
Chapelton Academy	Dom Pinto	16-19	300
Dunston Primary and Nursery Academy	Louise Parker	2-11	270
Ecclesfield School	Richard Walkden	11-16	1750
Handsworth Grange	Suzy Mattock	11-16	1025
High Storrs School	Claire Tasker	11-18	1680
Netherthorpe School	Rachel Sutcliffe	11-19	907
Stocksbridge High School	Ben Gilder	11-16	900
Whittington Moor Nursery and Infant Academy	Lauren Kay	2-7	120
Woodthorpe Community Primary School	Dave Smith	3-11	455

## Section 4: Valuing our Staff

### Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

### Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

#### Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

#### Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQTs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.

#### Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

#### Financial Pillar

Support for courses to prepare for retirement.

Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee's pay through payroll for health care e.g. Westfield Health.



# Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

## Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

## TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

## CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.



## Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbeing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/ team encourage to monitor and discuss workload issues.



## Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

### ***Health and Wellbeing Services***

The Trust provides health and wellbeing support through the Schools Advisory Service (SAS), offering staff access to a wide range of services, including free counselling, 24/7 GP appointments, physiotherapy, nurse support and guidance, men's health resources, the SAS Gym, weight management programs, and additional counselling services.

### ***DSE Eye Tests***

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

### ***Pension Schemes***

All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

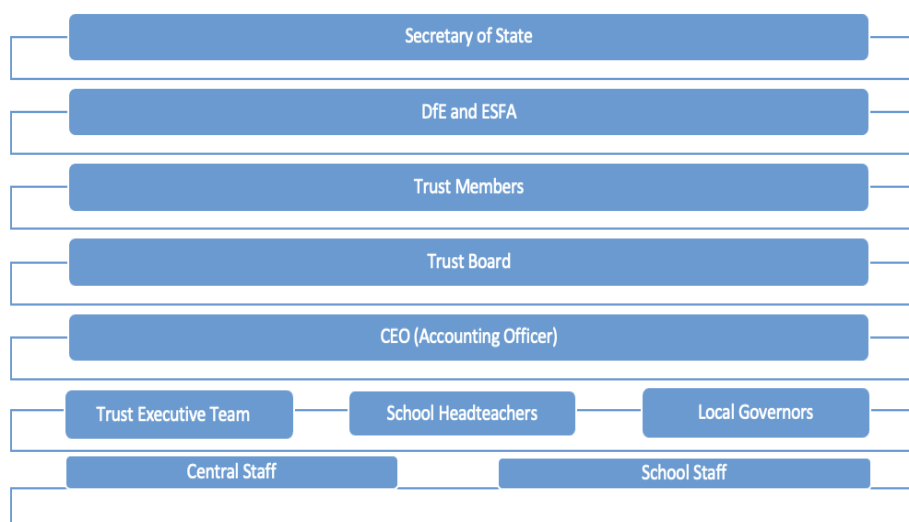
### ***Salary Sacrifices Schemes***

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.



## Section 5: Governance and Leadership Structure

The diagram below illustrates lines of accountability within all Multi Academy Trusts:



### Members

Minerva Learning Trust has four Members. Members are from a range of professional backgrounds including education, finance and legal services.

The Members have a role akin to shareholders. Founding Members are signatories to the Articles of association. They have the power to amend the Trust's Articles, receive the annual accounts and appoint Trustees.

The Members meet twice yearly, including the Annual General Meeting. Details of the Trust's Members can be found on the Trust's website [www.minervalearningtrust.co.uk](http://www.minervalearningtrust.co.uk)

#### Minerva Learning Trust Members as of September 2025

John Bowers	David Burkinshaw	Barbara Walsh	Samantha Twiseldon
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### Trustees/Directors

The Trust is overseen by a Board of Trustees, currently consisting of eight. Trustees are responsible for governing and exercising all of the powers of the Trust, including:

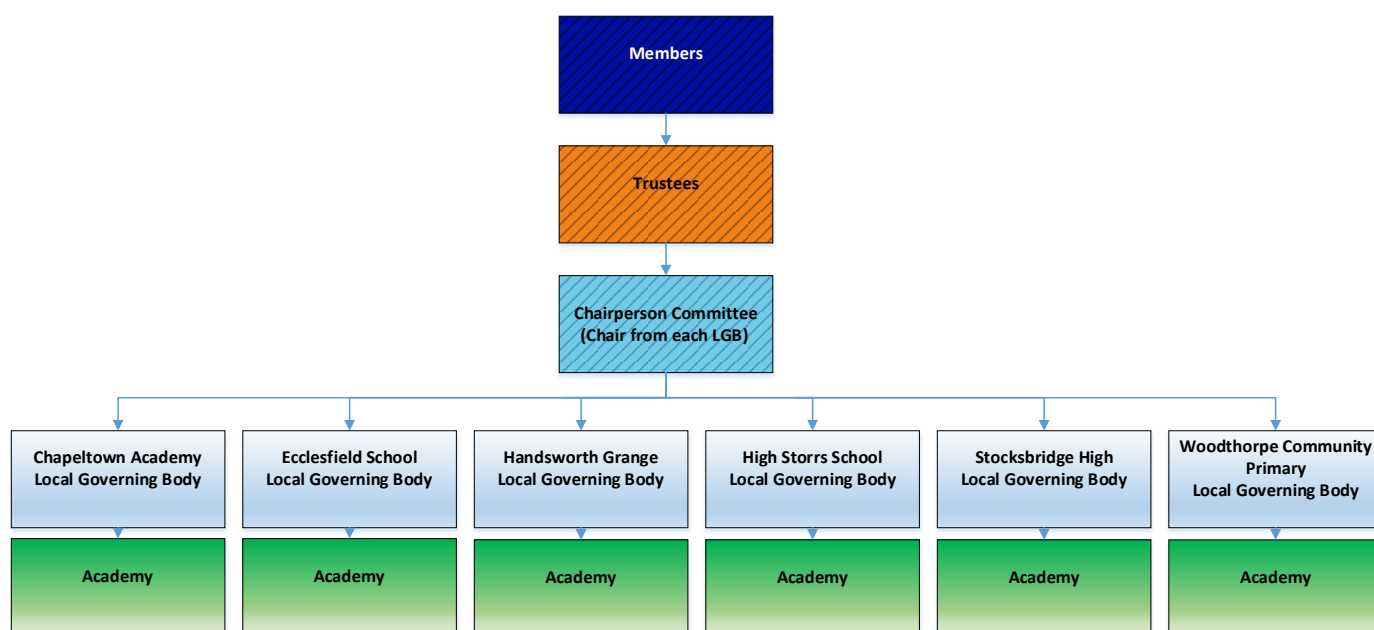
- Ensuring clarity of vision, values and strategic direction.
- Holding the Chief Executive Officer to account for educational performance of the Trust's academies.
- Overseeing the financial performance of the Trust, managing risks and ensuring legal compliance.

The Board of Trustees meet on a termly basis. The Trust also has an Audit and Risk Committee that meets on a termly basis. Details of individual Trustees can be found on the Trust's website.

### Minerva Learning Trust Members as of March 2025

John Doyle (Chair)	Dawn Walton
Martin Brader	Carol Castle
Jonathon Crossley-Holland (Vice Chair)	Pepe Di'Iasio
Sarah Cavanagh	Karen Robinson
Maggie Riley	Nicholas Wood

The Trust's governance structure is depicted in the following diagram.



## Section 6: Job Description



# Minerva Learning Trust Job Description

**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>POST TITLE</b>	School Counsellor
<b>GRADE/SALARY</b>	NJC grade 6, point 21 to 26
<b>HOURS/WEEKS</b>	15 hours per week, 42 working weeks
<b>LOCATION</b>	Central Office with travel between schools
<b>RESPONSIBLE TO</b>	Trust Safeguarding and Inclusion Manager
<b>RESPONSIBLE FOR</b>	N/A
<b>PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"><li>• To provide a professional and confidential counselling service for young people within schools across the Trust to contribute to the promotion of good emotional health and wellbeing of our young people.</li><li>• To develop and deliver a range of therapeutic interventions to encourage confidence, independence, reflection and resilience in young people, whilst supporting them with their concerns and supporting their mental health and wellbeing.</li><li>• Provide training and support to other colleagues across the Trust.</li></ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>• GCSE English &amp; Maths</li><li>• Relevant counselling qualification at Diploma level or equivalent</li><li>• BACP registration (or equivalent) or eligibility to register</li></ul>

## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must always, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

- Provide one-to-one counselling service for students across allocated schools within the Trust.
- Lead small group work sessions on mental health and wellbeing to pupils and/or parents within allocated schools in the Trust.
- Assess the appropriateness of counselling for students to identify the needs of the young person (including risk) formally and informally, to ensure that the appropriate support is in place.
- Work with the school pastoral teams to devise appropriate and effective actions for targeting individual pupils who need support.
- Work with a diverse range of issues including bereavement and loss, eating disorders and self-harm, depression, anger management, anxiety and fears, Covid-related issues.
- Provide information on the counselling service, the role of the counsellor and the boundaries of confidentiality to students, staff and parents.
- Establish effective working relationships and communication channels with key personnel in schools and within the Trust Central team
- Liaise with personnel from other agencies with a view to completing referrals to access specialist agencies, such as CAMHS, Children's Bereavement Centre, where appropriate and when requested.
- Attend meetings or discussion sessions with parents, if asked and if appropriate, and as appropriate within agreed confidentiality guidelines.
- Liaise with the pastoral and safeguarding teams within schools, as and when required, and to report all safeguarding concerns through the desired channels and to maintain confidentiality.
- Keep suitable case records on the counselling in a secure place and produce written/verbal reports, as requested and when appropriate; ensuring this is in line with central Trust protocols and procedures.
- Report back on a regular basis on numbers using the service and give a general overview of the types of problems with which the users of the service are presenting.
- Deliver CPD and training to Trust staff as requested and when appropriate.
- Continually review, evaluate, and improve the service offered, ensuring regular school, student and parent voice is captured and utilised to inform service improvement.
- Working in consultation with the Trust and school Safeguarding / Child Protection policies.
- Attend regular supervision with a suitably identified, qualified supervisor.
- Perform duties within the codes of practice and ethics recommended by the BACP, UKCP or equivalent organisation.
- Attend clinical supervision according to BACP guidelines.



- Uphold good practice as described by BACP ethical guidelines and always acting in the best interests of the young person.
- Always uphold confidentiality.

## **SAFEGUARDING**

- Contribute towards Trust's strategic approach to safeguarding and inclusion.
- Undertake regular safeguarding training as required and ensure statutory and Ofsted requirements for safeguarding are met.
- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the Trust community, to support its mission and ethos and to encourage staff and students to follow this example.
- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Attend Central Trust meetings and events as requested.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Participate in the Trust Performance Development Review process and undertake professional development as required in line with the post.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Minerva Learning Trust and establish constructive relationships with nominated schools and other agencies as appropriate to the role.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer or Trust Board.
- This job description will be kept under review and may be amended via consultation with the individual, Chief Executive Officer or Trust Board required. Trade Union representatives will be welcome in any such discussions.

## Section 7: Person Specification



# Minerva Learning Trust Person Specification

### Post Title: School Counsellor

Minimum Essential Requirements	Method of Assessment
<b>EXPERIENCE &amp; QUALIFICATIONS</b>	
GCSE English and Maths.	AF
Relevant Counselling qualification at Diploma, Masters level or equivalent.	AF
BACP registration (or equivalent) or eligibility to become registered.	AF/I
Previous experience of successfully Counselling young people on a one to one and group basis.	AF/I/R
Experience of working with complex cases e.g. ACES, trauma and attachment.	AF/I/R
Experience of delivering training or support to colleagues.	AF/I
Experience of working effectively with a range of external agencies and stakeholders.	AF/I/R
<b>KNOWLEDGE/SKILLS/ATTRIBUTES</b>	
Sound knowledge of effective and ethical counselling practice.	AF/I/R
Understanding of the developmental, emotional, social and educational issues of young people.	AF/I/R
Knowledge & understanding of key issues affecting young people.	AF/I/R
Knowledge & understanding of child development.	AF/I/R
Knowledge & understanding of the impact of the therapeutic process.	AF/I/R
Knowledge of safeguarding & child protection issues.	AF/I/R
Knowledge and experience of a wide range of therapeutic interventions.	AF/I/R
Active listening skills and a non judgemental approach.	AF/I/R
Good customer service skills.	AF/I/R
Good IT skills in a range of software programmes.	AF/I/R
Ability to maintain thorough and accurate records.	AF/I/R
Ability to prioritise work and multi-task and work calmly under pressure.	AF/I/R
Good interpersonal skills and an ability to communicate sensitively and with understanding with students, parents and external agencies/stakeholders.	AF/I/R
Caring, empathetic and committed to improving the life chances of young people.	AF/I/R
Good organisation and time-management skills.	AF/I/R

Ability to work professionally and with confidentiality where required.	AF/I/R
Strong role model to students.	AF/I/R
Ability to work as part of a team.	AF/I/R
Ability to plan ahead and anticipate potential areas of concern.	AF/I/R
Ability and willingness to work flexibly, adopt a hands-on approach and respond to unplanned situations.	AF/I/R
<b>WORK RELATED CIRCUMSTANCES</b>	
Able to manage working hours flexibly to meet the demands of the role.	AF/I
Willingness to undertake further professional development.	AF/I
Willingness and ability to travel to all work locations within the Trust and outside of the city where required.	AF/I
Be committed to Minerva Learning Trust's vision and principles.	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people	AF/I
A commitment to safeguarding students	AF/I
Suitability to work with children	AF/I
A commitment to equal opportunities	AF/I
Ability to recognise discrimination and willingness to put Equalities Policies into practice	AF/I

**Key:**

AF = Application form  
I = Interview  
R = Reference

## Section 8: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the HR and Payroll Assistant – [recruitment@minervalearningtrust.co.uk](mailto:recruitment@minervalearningtrust.co.uk)

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [recruitment@minervalearningtrust.co.uk](mailto:recruitment@minervalearningtrust.co.uk) by the closing date.