



Your Academy...Your Future

Post Title	Counsellor / Support Assistant
Purpose	To assist teachers as part of a professional team to contribute to supporting students struggling with a variety of social emotional and mental health needs and other extenuating issues, in line with the Academy's policies and procedures.
Responsible to	Pastoral Managers / SENCo / ASVP
Responsible for	Working with students who require additional support due to a wide range of social emotional and mental health needs including anxiety, bereavement, domestic abuse and bullying.
School Type	The Academy is a publicly funded independent secondary school for students aged 11 to 16.
Grade	Band D, Point 5–6 (Term Time equivalent £21,632 - £22,885)
Contract Type	Full Time / Permanent /Term Time Only
Disclosure Level	Enhanced
Expectations	<p><u>There is an expectation that all adults who work at Castle View Enterprise Academy will:</u></p> <ul style="list-style-type: none"> • Create opportunities to support the Academy vision. • Have respect and care for students and all other adults. • Set the highest possible standards through the way in which we behave, talk to each other and strive for excellence in all that we do. • Support the Academy uniform policy for students and echo this through professional and business-like mode of dress. • Contribute to the Academy enrichment programme.

<p>Duties & Responsibilities</p>	<p><u>Support for the Teacher</u></p> <ul style="list-style-type: none"> • Raising awareness to teaching staff of the strengths and areas of development of individual students. • Liaising with the school staff, in particular the pastoral team and support to identify the needs of the students. • Providing support to teachers in developing effective approaches to manage students who are struggling. • Raising the awareness of school staff of additional pressures on each student which may result in behavioural problems. • Assisting in compiling and maintaining students' records. • Managing the planning and programming of specific educational activities and therapeutic interactions for the students. • Assisting with the broad range of curriculum the Academy offers. • To offer students individual counselling and responsibilities as well as working with school policies and practices. • To keep suitable case records on CPOMS, communicating with school staff regarding cases as appropriate and reporting to the leadership team on progress. • Record all intervention work and the impact on the student. • Liaise with pastoral managers re referrals to external agencies. <p><u>Support for the Student</u></p> <ul style="list-style-type: none"> • To offer a range of therapeutic services and interventions for students who are referred through individual sessions, responding appropriately to their concerns. • To promote a caring and supportive environment where concerns can be explored. • To develop and use a range of solution focused interventions to support the students, with a focus on resilience. • To set up a drop-in clinic for students to self refer. • To attend and present information at meetings regarding students. • To work closely with the pastoral team to ensure the wellbeing of students, acting in a consultancy capacity to offer guidance and support to members of staff in regards to students. • To ensure good communication with the DSL and the DDSL in relation to students at risk. <p><u>Support for the Academy</u></p> <ul style="list-style-type: none"> • Liaising with educational and health specialists, and outside agencies as required. • Contributing to the whole School's Self Evaluation process.
<p>General Requirements</p>	<ul style="list-style-type: none"> • Attending and participating in training and development activities as required.

	<ul style="list-style-type: none"> • Participating in schemes of assessment, professional development and review. • Assisting teaching staff or senior colleagues in escorting students home as and when required, as directed by the senior staff. • Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies. • Being an effective role model for the standards of behaviour expected of students. • Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.
Professional Values & Practises	<ul style="list-style-type: none"> • Having high expectations of all students; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement. • Treating students consistently with respect and consideration, and being concerned with their development as learners. • In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment. • Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues. • Reflecting upon and seeking to improve personal practice. • Working within schools policies and procedures and being aware of legislation relevant to personal role and responsibility in the school. • Recognising equal opportunities issues as they arise in the schools and responding effectively, following schools policies and procedures. • Building and maintaining successful relationships with students, parents/carers and staff.
Specific Duties	<ul style="list-style-type: none"> • Lunch, break and before/after school supervision. • Exam Invigilation. • Taking the lead role in holiday/summer school and Saturday morning activities with students on a flexible basis if required. • Acting as a mentor for small groups of vulnerable students. • Carrying out a range of intervention programmes with vulnerable students. • Working and supporting students with a wide range of social emotional and mental health needs.
Additional Duties	<ul style="list-style-type: none"> • Carry out other reasonable tasks from time to time as directed by the Principal.

Person Specification

You should be able to demonstrate that you meet the following essential criteria.	E = Essential D = Desirable
Qualifications	
A teaching assistant qualification at NVQ Level 3 relevant to the Key Stage or its equivalent.	D
A valid First Aid Certificate.	D
Good numeracy/literacy skills.	E
Experience	
Experience of working in a school environment.	D
Experience of planning and evaluating learning activities.	D
Experience of counselling, working with students with SEMH needs.	
Skills, Knowledge and Aptitude	
An ability to relate well with children and adults.	E
An ability to work independently with individual children and small groups of children.	E
An ability to use initiative when required.	E
An ability to work as a member of a team.	E
A willingness to work co-operatively with a wide range of professionals.	E
Good communications skills, both written and verbal.	E
Use ICT effectively to maintain records.	E
An ability to work within the LA and the Academy's policies and procedures.	D
A working knowledge of foundation national curriculum key stages and government strategies.	D
Personal Requirements	
Sensitive to the needs of children and their parents/carers.	E
An ability to work as part of a team.	E
A calm and positive approach.	E
Committed to professional development.	E

Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.