**JOB DESCRIPTION**

**POST TITLE:** Emotional Wellbeing Officer and Counsellor

**RESPONSIBLE TO:** Designated Safeguarding Lead

**GRADE:** Band 6 (SCP 9 to 12)

**WORKING TIME:** 22.5 hours per week, Term Time plus 1 week (47 weeks)

School starts at 8.30am and finishes at 3pm. There will be an expectation to fit around these hours and after 3pm for meetings as directed.

**PURPOSE OF POST:**

To plan and deliver appropriate counselling programmes to support pupil wellbeing.

To co-ordinate external counselling and wellbeing provision to ensure all pupils are able to fully access the curriculum.

To deputise for the DSL on safeguarding and child protection issues.

To work closely with and support the senior mental health lead.

**MAIN DUTIES/RESPONSIBILITIES**

1. To work with the pastoral team to identify students who require additional support with their wellbeing and mental health to address any barriers to learning
2. To improve the emotional wellbeing of all year groups through the delivery of evidence-based programmes of interventions and counselling to groups or individual pupils
3. To identify, in partnership with other staff, pupils who are in need of wellbeing support, developing an understanding of their individual needs and implementing appropriate strategies to meet them using Signs of Safety
4. To be an active member of the pastoral team and attend the weekly pastoral inclusion meeting and action as required via the pastoral RAG
5. To address personal issues that are affecting pupil’s academic performance in school and advise relevant staff on appropriate actions
6. To implement strategies and support for students to enable them to positively regulate emotions, build sell esteem, confidence and resilience
7. To support colleagues in providing pupils with an environment and strategies to promote emotional health and wellbeing
8. To encourage pupils to interact and work co-operatively with each other and engage in specific activities for social and emotional wellbeing
9. To lead the SOS agenda, provide appropriate support to students and their families, and report back to the DSL regarding any trends identified
10. To support the whole school initiative to tackle child on child abuse, harmful sexualised behaviour and actively address issues that occur through the SOS agenda
11. To support the DSL with the Anti Bullying action plan reviews and implementation
12. To support the DSL with the Mental Health action plan reviews and implementation
13. To support pupils with integration issues within their wider social environment
14. To develop effective relationships with parents / carers of students requiring support, advising them on strategies to support their child’s emotional health and wellbeing where appropriate
15. To contribute to the development of best practice across the school in all areas of pastoral care
16. To manage contact with external agencies, on behalf of the school and parents / carers and to liaise when required, including attendance, timely reports, referrals and input at multi-agency meetings
17. Having therapeutic or readiness to learn support, ensuring that appropriate work is obtained from the class teacher
18. To employ a variety of interactive teaching methods, appropriate to the age and ability of each individual students to maximise engagement with the Life Curriculum
19. Using specialist knowledge, to ensure that all learning activities are planned, prepared and delivered with clear differentiation to cater for all students needs and ensure students’ progress
20. To provide appropriate support to students taking relevant examinations who have identified access requirements
21. To deploy a range of strategies in order to manage pupil behaviour, including the delivery of specialist behaviour programmes and delivering specific behaviour interventions
22. To collaborate with all staff in SEN and pastoral areas in order to ensure that students requiring additional support receive appropriate interventions
23. To provide regular and systematic feedback to students, staff, partners and parents / carers where appropriate, on targets and progress made towards them
24. To provide impact reports to SLT on wellbeing and mental health strategies
25. To co-lead the school ‘getting help team’ strategy for mental health and wellbeing support from Year 1 to 13 in partnership with Primary Schools, Colleges and the NHS.
26. To support the mental health lead with the well-being strategy including all liaison with external agencies e.g. CAHMS and our partner organisations e.g. ABC Counselling MIND and Listening Post
27. Regular liaison and reporting to SLT including for staff wellbeing
28. To lead the school’s mental health and wellbeing website page
29. Level 3 First Aid trained.

**Deputy Designate Safeguarding Lead:**

1. To support the Designated Safeguarding Lead in all aspects of Annex C of the current DfE Keeping Children Safe in Education document as directed by the DSL
2. To keep up to date and have a full working knowledge of the most current Keeping Children Safe in Education document and working together to safeguard children
3. All roles and responsibilities as outlined in KCSIE Annex C
4. To support the DSL in all safeguarding aspects of the most current DfE Working Together to Improve School Attendance
5. To support the review, updates and implementation of the Child Protection and Safeguarding Policy
6. To support the review, updates and implementation of the external safeguarding audit
7. To ensure students follow the school’s high expectations, both in and out of the classroom
8. To ensure effective communication and liaison with other services and agencies in relation to meeting the needs of pupils and young people
9. Contribute to the Board of Directors and Local Governing Body feedback in Headteacher reports, the termly interim analysis reports and subsequently action planning and SEF updates
10. To promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour
11. To participate in school activities and processes including performance management, attendance at staff meetings, involvement in CPD sessions and school functions as required
12. To assist with the supervision of students out of lesson times, including before and after school and at lunchtimes, as specified within the duty rota
13. To ensure that high quality records are kept, and information is shared appropriately in line with guidance, including the preparation of written reports when required
14. To contribute to the planning and to accompany other staff and pupils on visits, trips and out of school activities as required
15. To safeguard and promote the welfare of students for whom you have responsibility or come into contact with, to include adhering to all specified procedures
16. To undertake any other relevant duties commensurate with the grading of the post which may be required by the Headteacher / SLT
17. Ensure that you work in line with all the Academy / Trust policies and procedures, and ensure that you are aware of your obligations under these
18. Behave according to the relevant Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the code
19. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents / hazards and take a pro-active approach to health and safety matters in order to protect yourself and others
20. You are required to safeguard and promote the welfare of children / students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures
21. This post is deemed to be a ‘Customer Facing’ role in line with the definition of the Code of Practice on the English language requirement for public sector workers
22. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust
23. Any other duties of a similar nature related to this post that may be required from time-to-time.

Date: January 2025



**Person Specification**

**Emotional Wellbeing Officer**

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| **Key** | |  | | |
| A | | - Application including supporting letter | | |
| S | | - Selection Process including teaching exercise | | |
| R | | - Employment References | | |
| C | | - Certificates | | |
| D | | - Enhanced Disclosure and Barring Service Criminal Check | | |
|  | **Qualifications, Education and Training** | | **Essential / Desirable** | **Stage Identified** |
| 1. | BPS accredited Counselling qualification | | E | A,C |
| 2. | GCSE A\* – C (9-4) in Mathematics and English or Level 2 Basic Skills (Numeracy and Literacy) or equivalent | | E | A,C |
| 3. | Designated Safeguarding Experience and training (refresher training will be provided) | | E | A,C |
| 4. | Level 3 First Aid training (training will be provided) | | D | A,C |
|  | **Experience and Knowledge** | |  |  |
| 4. | At least 3 years recent work experience of working with children of relevant age in a teaching and learning environment | | E | A,S,R |
| 5. | Experience of working with other external agencies and providers to triage the most appropriate support for students and families | | E | A,S,R |
| 6. | Experience of working with wide range of children including those with mental health needs | | E | A,S,R |
| 7. | Understanding of principles of child development and learning processes | | E | A,S,R |
| 8. | Experience of lesson / activity planning | | E | A,S,R, |
| 9. | Experience of supervising whole classes and individual pupils for specific learning activities / lessons | | E | A,S,R |
| 10. | Experienced in using ICT in learning activities and to develop pupils’ competence and independence in its use | | E | A,S,R |
| 11. | Experience of teaching spelling, punctuation and grammar and delivering specific literacy interventions e.g. phonics | | E | A,S,R |
| 12. | Qualified / Trained First Aider | | D | A,C |
| 13. | Experienced in the delivery of training / presentation to others | | D | A,S |

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|  | **Skills** | **Essential / Desirable** | **Stage Identified** |
| 15. | Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents and other professionals regarding pupil development | E | A,S,R |
| 16. | Ability to self-evaluate learning needs and seek learning opportunities | E | A,S,R |
| 17. | Ability and confidence to assist pupils with basic numeracy and literacy in line with learning strategies and the national curriculum | E | A,S,R |
| 18. | Ability to work in a team and independently | E | A,S,R |
|  | **Personal Attributes** |  |  |
| 19. | Ability to promote fairness and a positive role model to pupils | E | A,S,R |
|  | **Special Requirements** |  |  |
| 20. | To comply with the School’s No Smoking at Work policy, Alcohol at Work and Health & Safety policies | E | S |
| 21. | Motivation to work with children / young people | E | S,R |
| 22. | Ability to form and maintain appropriate relationships and personal boundaries with children | E | S,R |
| 23. | Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline | E | S,R |
| 24. | Suitability to work with children | E | S,R,D |
| 25. | The ability to communicate at ease and provide advice in accurate spoken English | E | S |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references.