

AGENDA FOR CHANGE NHS JOB EVALUATION SCHEME JOB DESCRIPTION TEMPLATE

1. JOB IDENTIFICATION

Job Title:	School Counsellor
Reports to:	Team Leader, School Counselling
Department, Ward or Section:	Child and Adolescent Mental Health Services
Operational Unit/Corporate Department:	Argyll and Bute HSCP
Job Reference:	ARGLMENTCAMHCOUN02
No of Job Holders:	5
Date:	November 2019 (V2 January 2020)

2. JOB PURPOSE

The postholder will offer counselling to children and young people which they can enter into voluntarily if they wish to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion. The counselling relationship will have identified boundaries and an explicit contract agreed between the young person, counsellor and, where appropriate, parent or carer. The postholder will work closely with school staff and partner agencies to ensure a clear and coordinated approach to supporting children and young people in line with Getting it right for every child (GIRFEC) principles. School counsellors will be required to provide advice, consultation, direct intervention and training within an integrated whole systems approach that includes a range of interventions for emotional wellbeing.

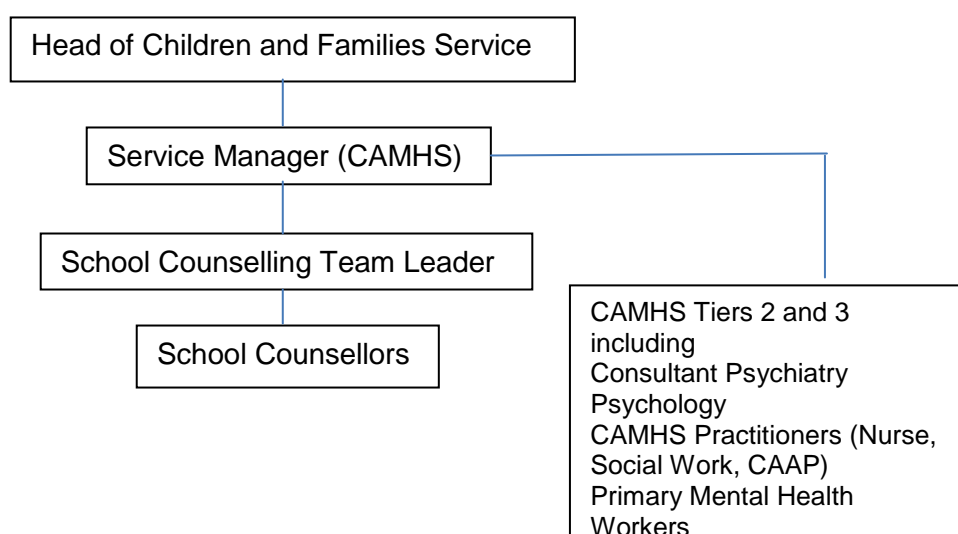
3. DIMENSIONS

The postholder will:

- Provide one to one counselling sessions to children and young people to meet the identified needs of the individuals.
- Where required, work alongside the child or young person's family/carers to help them understand and offer support.

- Work alongside school staff to help them understand the experiences of the child or young person and how they can best support them.
- Provide direct interventions and training in relation to emotional wellbeing in collaboration with the Educational Psychology Service.
- All work carried out by the postholder will be specified and carried out under the supervision of the Team Leader for School Counselling.
- Be aware of and guided by relevant policies and procedures in the department and of NHS Highland and Argyll and Bute Council, and will be encouraged to comment on service development proposals as appropriate.

4. ORGANISATIONAL POSITION



5. ROLE OF DEPARTMENT

The School Counselling Service will provide advice, consultation, direct intervention and training within an integrated whole systems approach that includes a range of interventions for emotional wellbeing. The service offers counselling to children and young people which they can enter into voluntarily if they wish to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion. The counselling relationship will have identified boundaries and an explicit contract agreed between the young person, counsellor and, where appropriate, parent or carer. The postholders will work closely with school staff and partner agencies to ensure a clear and coordinated approach to supporting children and young people in line with Getting it right for every child (GIRFEC) principles.

The School Counselling Service will form part of the Child and Adolescent Mental Health Service (CAMHS) managed by the Service Manager for CAMHS, and all referrals for the service will be made through the CAMHS referral pathway. The Team Leader for School Counselling will be an active participant in a multi-agency referral screening team which will consider referrals against a service criteria and allocate referrals to School Counsellors as appropriate. The service will work closely with school staff and Educational Psychology with practice undertaken within the GIRFEC framework.

6. MAIN TASKS, DUTIES AND RESPONSIBILITIES

Clinical

- Deliver evidence based counselling interventions as identified through the British Association for Counselling and Psychotherapy.
- Communicate and collaborate with the young person, family and their carers/relatives if appropriate in a manner which demonstrates values based practice, ensuring dignity, respect and courtesy for the individual.
- Provide information in a range of formats regarding the service and its benefits.
- Maintain records in accordance with professional body and organisational standards.
- Act autonomously to resolve inadequacies, which may be to the detriment of the child or young person's welfare and safety and report to the Team Leader for School Counselling, where appropriate.
- Ensure young people using the service feel assured of the confidential nature of the counselling relationship but are also aware of the circumstances involving risk where it may be necessary to share information with parents/carers or partner agencies in order to ensure the safety of the young person or others.
- To liaise with other professionals from the Child and Adolescent Mental Health Service, other Child Health professionals (e.g. Community Paediatricians), and with schools staff, Educational Psychology and social services where involved in providing structured programmes to service users, within the GIRFEC framework for practice.
- To participate in multi-disciplinary and other meetings as required.

Professional and administrative

- To complete written reports as may be required as contribution to Child Plans.
- To provide advice or demonstrate own activities or workplace routines to new members of the department.
- To maintain written records of work to the standard set by the department and by BACP.
- To have full knowledge of, and follow, the relevant codes of professional conduct.
- To participate in team meetings.
- To ensure confidentiality in all aspects of the service provision, including service user records.

Research and Audit

- Along with other team members assist with small-scale research, audit and service evaluation, and service development projects as required.

Other duties & responsibilities:

- Undertake other duties appropriate to this job and grade, and as required by the line manager and ensure appropriate outcomes are achieved.

7a. EQUIPMENT AND MACHINERY

Computer and software packages.

Daily use of Microsoft Excel for research and audit related activities.

Daily use of Microsoft Word for reports, etc.

Frequent use of the internet for literature searches and resource collection.

Car

Essential for travel to schools in remote and rural areas. Must be able to operate a car in a safe and responsible manner, including having good winter driving skills.

Other

Use a shredder to dispose of confidential material.

Use a photocopier to copy relevant handouts, reports, or other information as required.

7b. SYSTEMS

The postholder should:

- Conform to the service's and NHS Highland's systems of information management for patient records, activity data, and mileage and expenses information. For example:
 - Complete mileage, annual leave requests, and study leave requests and forward them to the correct department.
 - Maintain up to date client files in accordance with NHS Highland policy and within the guidelines set out by the BACP.
 - Assist with developing and maintaining a service resource database.
 - Take responsibility for updating and maintaining an Outcome Measures database.
- All employees must follow the NHS Highland health and safety policies, standards, systems and procedures and must follow any additional health and safety instructions required by their line management.
- Using the TURAS Personal Development Planning tool contribute to appraisal of own performance

8. ASSIGNMENT AND REVIEW OF WORK

All counselling activity will be assigned by the Team leader following participation in a regular multi-agency screening meeting and will be supervised, and reviewed by the Team Leader as a qualified and BACP registered Counsellor. However, postholder is encouraged to use own initiative to propose research/audit activities that would further improve the Department's service to children, young people and their families and education staff.

9. DECISIONS AND JUDGEMENTS

The postholder:

- Must participate regularly in supervision sessions with the BACP registered Team leader, during which time decisions are made regarding workload and activities.
- Postholder has discretion in prioritising and scheduling workload, once that workload is agreed with the Team Leader.
- Must be able to make judgements taking into account a range of facts or situations that require analysis or comparison of a range of options (e.g. supporting clients in 1:1 sessions or undertaking research). Acting on those judgements must be within own level of competence; otherwise, consultation with supervising Team Leader is necessary.
- Exercise autonomous responsibility for counselling decision-making and judgement in response to assessed needs on cases that require a great degree of analysis to maximise the health, safety and welfare of the child/ young person and others.
- Ensure effective liaison and consultation across the Childcare partnership in accordance with the GIRFEC framework as appropriate.

10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB

- Providing counselling support, listening and responding supportively to children and young people who may be experiencing distress.
- Responsible for managing a counselling caseload where challenging behaviour can occur due to the complex nature of client group and where there is a high level of responsibility for accurate risk assessment and risk management plans.
- Responsible for providing information to children/young people and carers on at times sensitive issues.
- Lone working.

11. COMMUNICATIONS AND RELATIONSHIPS

The postholder must:

- Responsible for the development of therapeutic alliance / relationships with children, young people and their parents/carers.
- Communicate highly complex information regarding the management of a range of life challenges to colleagues and other disciplines / professions, patient and carers in a manner that is clear and easily understood.
- Communicate with clients and their relatives using a variety of communication skills, for example collaboration, active listening and communicating with patients with impaired communication skills due to their physical/mental health, ensuring access to interpreters or communication aids as required.
- Develop and maintain effective communication systems and processes and working relationships with other professionals, carers, families and relevant others relevant to the clients' health and welfare.
- Produce written reports, papers and plans as required.
- Provide verbal and written information within the counselling team and across teams and services to ensure effective communication between counselling staff, Educational Psychology and CAMHS.

12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB

Physical Skills

- The jobholder will be expected to drive a car to ensure travel efficiently and effectively between various work locations within Argyll and Bute and beyond to meet the operational requirements of the Service. This may involve overnight stays.
- Administrative skills – typing, filing, data processing, use of mobile phone.

Physical Effort

- Sitting for prolonged periods while engaged in therapeutic interventions with children and young people, and engaged in administrative tasks.
- Driving long distances between work locations.
- Walking between or within work locations including use of staircases.
- Lifting/carrying case files/laptop and transporting between work locations.
- Typing/filing and other administrative tasks which may involve sitting/bending/lifting/repetitive actions.

Mental Effort

- Routinely working with young people, families/carers who present with complex and challenging, or at times disturbed or risky behaviours. The changing nature of patients mental and emotional state during individual sessions requires the postholder to be perceptive and responsive to change with significant cognitive abilities required to interpret information, behaviours and patient cognitions to arrive at accurate conclusions in order to formulate patient presentations and test hypotheses.
- Ability to concentrate for prolonged periods whilst producing written reports if required.
- Provision of accurate risk assessment and subsequent risk management plans if required.
- Prolonged periods of concentration required during supervision, training, appraisal and teaching.
- Concentration required for driving.

Emotional Effort

- Frequent exposure to distressing or highly emotional circumstances, working with young people, families/carers who present with a range of problems having to ensure robust risk assessment is carried out to maintain their health, safety and welfare. This can present exceptional challenges both in working with the children/young people and their carers, the ability to discuss highly sensitive issues which may include bereavement, sexual abuse, trauma etc. and in managing personal emotional responses to the work.
- Ability to identify, provide and promote appropriate means of support to colleagues exposed to highly distressing situations and severely challenging behaviours.
- Working alone/ travelling alone, frequently on a daily basis.

Environmental (Working Conditions)

- Exposure to noise and high levels of sensory stimuli within school settings.
- Not all schools will have purpose built counselling environments therefore may be required to undertake work in settings which require to be set up and removed immediately before and after sessions.
- Driving in a rural area with limited street lighting and at times hazardous weather.

13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB

- Relevant Counselling qualification at Diploma level or above.
- Membership of BACP or other relevant professional body or working towards membership of BACP or other relevant professional body.
- Proven ability to communicate effectively with young people.
- Experience of delivering counselling services.
- Experience and awareness of child protection procedures.
- Understanding and experience of school and education systems.
- Experience of working with partner agencies.
- Thorough knowledge and understanding of counselling interventions and their application.
- Awareness and understanding of mental health issues and problems.
- Good organisational skills and an ability to work independently and demonstrate initiative.
- Well-developed interpersonal skills.
- Ability to work as a member of a team.
- Readiness to seek help and support to manage professional issues and problems.
- Commitment to Continuing Professional Development.
- The jobholder will be expected to travel efficiently and effectively between various work locations within Argyll and Bute and beyond to meet the operational requirements of the Service. This may involve overnight stays.

14. JOB DESCRIPTION AGREEMENT

I agree that the above Job Description is an accurate reflection of my duties and responsibilities at the date of signing.

Job Holder's Signature:

Date:

Manager's Signature:

Date: