

Well-Being Counsellor Job Description

JOB PURPOSE

To complement the work of the school's pastoral and student support teams by providing expert counselling and support to individual students and groups of students to help them to overcome emotional, personal and social barriers to learning and well-being; to work with the pastoral and leadership teams to develop and deliver prevention lessons and programmes.

APPLICABLE CONTRACT TERMS AND DUTIES

This job description follows a common format with other job descriptions in the International School of Toulouse and is a complement to the published IST guidelines, procedures and policy documents in vigour. It is written in line with French employment law (Code du Travail) and in accordance with the signed Contract of Employment. All employees will be expected to carry out any other duties associated with their posts as are reasonably assigned by the Head of Primary, Head of Secondary or the Principal. The following list of responsibilities and tasks is neither hierarchical nor exhaustive.

KEY RESPONSIBILITIES

- To provide high-quality well-being services to students, where appropriate.
- To be a visible and known member of staff to all students across the Primary and Secondary schools.
- To promote the counselling service across the school through presentations / workshops, internal and external communication platforms, and through awareness-raising events.
- To provide support, guidance and advice to the school community on welfare matters.
- To liaise closely with other school staff as appropriate.
- To liaise, where appropriate, with external welfare services and health professionals in accordance with any French legal framework / requirements.
- To follow safeguarding practices and work closely with the school's Designated Safeguarding Leads.
- To be available for emergencies as required.

DETAILED RESPONSIBILITIES

General:

- To work with the Senior Leadership Group (SLG), pastoral and support teams to ensure that at all times the school's curriculum provides a safe, supportive learning environment for all.
- To maintain effective communication with school staff, students, parents and other stakeholders.



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- To show a commitment to promoting diversity, equal opportunities and anti-discriminatory practices.
- To comply with all legislative and regulatory requirements, including in relation to record keeping and the requirements of the General Data Protection Regulation (GDPR).
- To respect appropriate levels of confidentiality when dealing with members of our community, whilst ensuring any situations where safety is at stake are reported to the relevant DSL.
- To engage in the life of the school community and ensure a professional and favourable image is always portrayed.

Student-facing:

- To develop and deliver counselling support services for students.
- To develop a range of resources and programmes to support students with their overall well-being (for example, coping strategies, developing resilience and a positive mindset, etc.)
- To advise families with recommended referrals to outside agencies in cases where additional and external support may be required.
- To provide support for students who are new to the school and those who are leaving as necessary.
- To deliver sessions to students to raise awareness and to promote greater levels of emotional health and resilience.
- To maintain and develop the active participation of students by encouraging self-referral.
- To proactively support the pastoral programme through the development and delivery of programmes, lessons and assemblies that address issues related to well-being, emotional resilience and self-confidence, among other agreed topics.
- To help promote a culture of care and empathy where diversity is celebrated, students respect differences and are aware of and responsible for their actions, thereby allowing all students to flourish in a safe environment.
- To plan, implement and review a pro-active annual calendar of well-being displays and events.
- To develop (train and guide) a vertical well-being mentoring team made up of senior students acting as peer support for younger students.

Staff-facing:

- To participate in or lead school meetings as appropriate.
- To organise and lead training for staff on relevant well-being topics.
- To be a source of informal support for staff and provide targeted interventions as and when required.

Parent-facing:

- To inform parents when a student is requesting regular support, seek their permission and build a positive relationship with them so that they are supportive of the process, whilst maintaining the highest level of confidentiality for students.

Local, National and International Organisations:

- To be a member of relevant counselling networks.



Principal_Rachel Leonard

- To maintain contact with outside agencies and keep updated with French legislation as appropriate.
- To liaise with the Airbus Occupational Health department as required.

Reports, Evaluation and Administration:

- To maintain accurate and detailed records that do not conflict with counselling codes of conduct and ethical practice, but which inform relevant school systems for appropriate levels of information sharing.
- To provide regular reports of counselling interventions to enable patterns and trends to be identified and to inform any targeted support interventions.
- To ensure compliance with school procedures, protocols and administrative processes and procedures pertaining to the provision of support for students and safeguarding.
- To develop counselling policies and protocols in line with the school mission and the expectations of the schools' accrediting agencies.
- To regularly review and evaluate the well-being services and use evidence-based research to develop the school's well-being practice.

Professional Development:

- To consistently maintain and improve professional knowledge and competence, in particular in line with appropriate practice in legislation in France.
- To keep abreast of current mental health issues directly affecting young people and adults and how this can impact upon their learning experience.
- To participate in the school appraisal process and undertake appropriate staff development and training as required.
- To benefit from any training opportunities through the Airbus Occupational Health department as required.

Reports to:

- Principal

Person Specification

Qualifications and Experience

- Degree, Post-graduate Diploma or Master's level in Counselling, Psychology or Psychotherapy
- Further therapeutic training, experience or qualification in working with children and young people
- Minimum 2 years recent experience of delivering counselling support to young people in an educational setting

Membership

Be professionally affiliated to a counselling organisation such as:

- International School Counsellor Association (ISCA)
- British Association for Counselling and Psychotherapy (BACP)
- UK Council for Psychotherapy (UKCP)



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Competencies, Skills and Qualities

- Fluent in English and a very good command of French. Competence in other languages would be an advantage.
- A good understanding of the developmental, emotional, social and educational issues of children and young people.
- Ability to empathise with a wide range of people from a variety of backgrounds.
- Ability to manage difficult situations.
- Patience, tolerance and sensitivity.
- Ability to demonstrate personal honesty and integrity.
- Ability to work independently and with teams.
- Ability to work under pressure and meet deadlines.
- Excellent written and verbal communication skills.
- Excellent organisational and planning skills.
- Excellent time management skills and the ability to prioritise.
- Good ICT skills.

Professionalism

- Align with our code of conduct, mission and values.
- Maintain high standards of professional practice at all times.
- Maintain expertise in issues such as mental health, well-being, social emotional learning and counselling strategies in order to be able to provide expert support to the students.
- Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes regarding students that are/may require counselling input.
- Behave at all times in a manner befitting a role model for the students of the school and in a manner that brings only respect to colleagues and the reputation of the school.

Attitudes and Values

The right candidate will:

- Have high expectations of themselves and of all students with respect for their social, cultural, linguistic, sexual orientation, religious and ethnic backgrounds, and a commitment to raising their educational achievement.
- Demonstrate and promote the positive values, attitudes and behaviours they expect from the students with whom they work.
- Work collaboratively with colleagues and carry out their role effectively, knowing when to seek help and advice.
- Improve their own practice through observations, evaluations, supervision and discussions with colleagues.
- Be a lifelong learner and undertake continual professional development and further their own skills in alignment with our new strategic plan.

As this is still a relatively new role for the International School of Toulouse, it is likely to develop over time and the specific duties may vary to meet the changing needs of the school.

Interested candidates should use this information to identify some specific pieces of work they may have undertaken in any of these areas and send a cover letter with their CV to ist@intst.net



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