

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.

KEY RESPONSIBILITIES

- To provide high-quality well-being services to students and staff, where appropriate.
- To coordinate the effective delivery of well-being and support services to students and staff.
- 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 one-on-one counselling for students and staff as required.
- To provide support, guidance and advice to the school community on welfare matters.
- To liaise closely with other school staff
- To liaise, where appropriate, with external welfare services and health professionals.
- To contribute to safeguarding practices.
- To be available for emergencies as required.

DETAILED RESPONSIBILITIES

General

- To work with the Head of Primary and Head of Secondary to ensure that at all times the school's curriculum provides a safe, supportive learning environment for students, teachers and all other members of the IST community.
- To maintain effective communication with School staff, students, parents and other stakeholders.
- 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 the confidentiality of matters relating to students and other members of staff.
- To be flexible to provide cover for colleague's absence and undertake other appropriate duties and responsibilities as may be determined by your line manager, according to the needs of the School.
- To review this Job Description with your line manager through the School appraisal system.
- To participate in the School appraisal process and undertake appropriate staff development and training as required.
- To take an active role in the health, safety and welfare of students and staff, attending training and carrying out health and safety related activities as appropriate to the role.
- To engage in the life of the school community and ensure a professional and favourable image is portrayed at all times.

Students

- To develop and deliver counselling support services in innovative ways to enable students to access and benefit from the service, including face-to-face, online and telephone delivery.
- To identify and evaluate students for emotional and psychological disorders and make necessary referrals to outside agencies.
- To develop a range of resources to support students to have good emotional and mental health, positive well-being, resilience, and be equipped with coping strategies to overcome any perceived barriers to learning and achievement, enabling them to progress to their chosen destination.

- To provide support for students who are new to the school and those who are leaving.
- To deliver workshops to students to raise awareness of counselling and communication skills in order to promote greater levels of emotional health and resilience.
- To maintain and develop the active participation of students by encouraging self-referral.
- To provide a point of contact for students to drop-in for further support, assessment and action planning.
- To contribute to maximizing students' performance by providing individual and group counselling.
- To support students to engage in education through encouraging them to adopt public and leadership roles enabling their views and opinions to be heard
- To proactively support the pastoral programme through the delivery of assemblies that address issues related to well-being, emotional resilience and self-confidence, among other agreed topics.
- To help promote a culture where diversity is encouraged and where students learn to respect differences, take responsibility for their actions, exercise leadership and strive for academic excellence.
- To plan, implement and review a pro-active annual calendar of well-being displays and events.
- To recruit, train and supervise a group of students drawn from Grades 11 & 12 to work as peer support for younger students.

Staff

- To develop and deliver counselling support services in innovative ways to enable staff to access and benefit from the service, including face-to-face, online and telephone delivery.
- To ensure that all teaching and support staff are aware of the role of the Well-Being Counsellor and are able to refer appropriately.
- To work closely with colleagues in the school in providing an effective, integrated counselling provision.
- To work with key staff members to maintain, develop and deliver the counselling service in an imaginative, creative and educational manner.
- To play a key role within the Safeguarding Task Force to ensure that the highest standards of welfare are achieved for all students, including collaborative working with external agencies as required in order to ensure a holistic approach.
- To liaise, as required, with the Designated Safeguarding Leads.
- To participate in school meetings as appropriate.
- To participate in staff development opportunities as appropriate.
- To organise and lead training for staff on relevant well-being topics.
- To be a source of informal support and provide formalised training for teaching and support staff.

Parents

- To build positive relationships with the parents of students who are receiving support.
- To work with parents, as necessary, to offer guidance as appropriate to help resolve family issues that interfere with school.
- To liaise with parents and carers, where appropriate, and provide guidance and advice to enable them to more effectively support a student receiving counselling whilst maintaining the highest level of confidentiality for students.

Local, National and International Organisations

- To be a member of relevant counselling networks.
- To maintain contact with outside agencies and keep updated with French legislation as appropriate.
- To actively liaise with the Airbus Occupational Health department.

Reports, Evaluation and Administration

- To maintain accurate and detailed records of work undertaken with each student, as appropriate, 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 maintain appropriate individual care plans and other confidential records.
- 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 keep abreast of current mental health issues directly affecting young people and adults and how this can impact upon their learning experience.
- To consistently maintain and improve professional knowledge and competence.
- To benefit from any training opportunities through the Airbus Occupational Health department.

Person Specification

Qualifications and Experience

- Degree or Post-graduate Diploma or Masters 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 Counselor Association (ISCA)
- British Association for Counselling and Psychotherapy (BACP)
- UK Council for Psychotherapy (UKCP)

Competencies, Skills and Qualities

- Fluent in English and very good command of French.
- Competence other language(s) 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 in a team.
- Positive communication and listening skills.
- 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

- Maintain high standards of professional practice at all times.
- Maintain an expertise in issues such as mental health well-being 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

- Have high expectations of themselves and all students with respect for their social, cultural, linguistic, sexual orientation, religious and ethnic backgrounds, and a commitment to raising their educational achievement.
- A strong belief in maintaining positive relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work.
- Work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice.
- Able to improve their own practice through observations, evaluations, supervision and discussion with colleagues.
- Desire to undertake continual professional development and further their own skills.

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.

As this is a new role for the International School of Toulouse, it is likely to develop and the specific duties may be varied to meet the changing demands of the school.