

## Job Description

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### Post 1: School Counsellor/Psychotherapist

**Responsible to: Open Door's Schools Lead (Child & Adolescent Psychotherapist, ACP) for clinical supervision and line management**

### About Open Door

Open Door is dedicated to improving the mental health and emotional well-being of young people in their transition from childhood to adulthood. Over the past 44 years thousands of young people have turned to Open Door with a range of concerns including depression, anxiety, self-harm, sexual abuse and exploitation, drug and alcohol misuse and more recently, serious youth violence, problematic internet use and gender identity issues.

We deliver a range of evidence-based interventions including, psychotherapy, CBT (cognitive behaviour therapy), and mindfulness as well as specialist trauma focused therapy including EMDR, to young people aged 12-24. We also offer specialist support for parents and carers facing the particular challenges of parenting teenagers and young adults in our **Parenting Teenagers Project**.

Open Door operates from welcoming, non-stigmatising community settings which can be accessed by self-referral. Since 1976 our main base has been in Crouch End and in 2013 **Open Door Tottenham** was launched establishing an accessible service in the heart of Northumberland Park, home to some of the borough's highest levels of need and deprivation.

Last year we worked with over 600 young people, parents and carers, offering nearly 6,000 appointments.

Since the coronavirus pandemic, Open Door has been offering therapeutic interventions remotely via phone, video and text. As we increasingly move back to in-person therapy in response to clinical need and patient choice, it is likely that a small proportion of the service will continue to be delivered remotely. The post holder will be expected to work face-to-face in the school within health and safety protocols drawn up in line with the latest government regulations and advice about covid-19.

### Open Door's Schools Service

Over the past few years we have also worked in mainstream and special secondary schools. We currently offer a 3-day per week counselling service in Highgate Wood School and Sixth Form as well as Newman Catholic College in Brent. Prior to the first covid lockdown, we worked with Greig City Academy and The Octagon PRU as part of our Serious Youth Violence Project – offering individual counselling, football-based group work and staff consultation. We hope to resume this work in the new year.

We are delighted to have been appointed by Woodside High School to deliver a 4 day per-week counselling service.

### About Woodside High

Woodside High School is an outstanding, mixed 11-16 comprehensive school serving a truly multicultural community, where every student is valued and treated as an individual. It is a school where young people's talents and abilities are nurtured and where they can develop their ambitions. Their aim is that all students should leave the school as highly qualified, confident and articulate young adults.

Everything the school does, is underpinned by a key core value and commitment to equality and diversity. Equal access of opportunity is a priority at Woodside High, as is ensuring that all members of its community have a deeply enriching and supportive experience throughout their time so that they can thrive. They strive to work together as a school community to remove any barriers to student achievement.

They are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteer.

### **Open Door @ Woodside High**

We will be delivering a four day per-week therapy service for students in years 7 to 11. We envisage having two posts – one psychodynamic in orientation offering individual psychotherapy on a brief, medium and longer-term basis and the second, more CBT in orientation, focussing on anxiety management, exam stress and emotional regulation on an individual and group basis. There will also be opportunities for parent/carer work and staff consultation.

## **A JOB SUMMARY**

### **Clinical**

- To deliver psychotherapy/counselling on a brief, medium and longer-term basis to students from years 7-11.
- To work with the parents and carers of students as appropriate.
- To offer generic mental health needs assessments and assessments for psychotherapy/counselling.
- To provide consultation to staff (teachers, senior management and pastoral) in agreement with the school.
- To work with staff across the school to ensure students' mental health and emotional wellbeing is supported enabling them to fulfil their educational potential.
- To work effectively with young people and parents/carers needing interpreters and be willing to adapt clinical practice in relation to diversity, expressed beliefs, preferences and client choice.
- To develop and manage referral pathways into the service and to liaise with the nominated schools lead and inclusion team.
- To work face-to-face with students, parents and staff as well as remotely when necessary, via video or phone.
- To work collaboratively with other Open Door therapists in the service and to provide support for colleagues in difficult or emergency situations.
- To liaise with referrers, other team members and other agencies as needed in implementing treatment. To participate as appropriate in multi-agency meetings including Child Protection Conferences, Core Groups, Team around the Family, CPAs, etc.
- To be responsible for continuing monitoring, evaluation and management of risk and safeguarding issues for young people across the age range in their own caseload in close

consultation with their supervisor or other designated colleagues and the designated lead at Woodside High School.

- To monitor treatment and patient progress using routine outcome measures, providing appropriate feedback and making decisions about treatment modification in discussion with young person/parent/carer and supervisor.
- To support the audit and evaluation of the service using validated outcome measures (SDQ, PHQ-9, C-GAS, CHI- ESQ, etc.)
- To contribute to monitoring reports.
- To attend termly reviews with the Woodside High School designated lead and Open Door Schools Lead to review the service and plan development.
- To exercise autonomous professional responsibility based on the Code of Professional Conduct and Ethics of the appropriate accredited professional bodies.
- To provide, when opportunities arise, consultation, training and advice for staff working in other specialist settings.

### **Service Development**

- To support overall evaluation of the service and contribute to monitoring reports, promotional material, etc.
- To support the development of other Open Door services in Woodside High School and other schools/colleges.
- To support the development of Open Door's multi-disciplinary offer to schools including – counselling, psychotherapy, CBT, group work, parent work, psycho-education (students, parents, staff), staff consultation.

### **B CONTINUED PROFESSIONAL DEVELOPMENT**

- a) To receive regular clinical and service related supervision and appraisal from Open Door's School Lead in accordance with good practice guidelines.
- b) To participate in clinical team meetings and present clinical cases in detail for group discussion when possible.
- c) To gain additional specialist experience or training relevant to the service when appropriate.

### **C ADMINISTRATIVE**

To maintain the highest standards of clinical record keeping and the responsible exercise of professional codes of self-governance and in compliance with Open Door's data protection protocols.

### **D Policies, Procedures and Guidelines**

- a) To comply with Open Door's policies, procedures and guidelines including those related to Equal Opportunities, Health and Safety, Complaints, Environmental, Disciplinary and Grievance.

- b) To work within the safeguarding and other appropriate protocols of Woodside High School.
- c) All information concerning students and staff must be treated as strictly confidential at all times.

## E General

- a) This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties which Open Door may reasonably require from time to time as communicated to the post holder by the supervisor/Director.
- b) This job description may be reviewed in the light of changing service requirements, any such changes will be discussed with the post holder.
- c) The post-holder will be expected to work flexibly across Open Door's services primarily in Woodside High School.

<b>Schools Counsellor (post 1) PERSON SPECIFICATION</b>	
<b>Essential</b>	<b>Desirable</b>
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>• To have successfully completed a post graduate training in counselling/psychotherapy for children, young people and families with a significant psychodynamic component.</li> <li>• To maintain eligibility for registration as a full member of an appropriate professional body including ACP, UKCP, BACP, BPS, BPC.</li> </ul>	<ul style="list-style-type: none"> <li>• Training in, or experience of, other therapeutic modalities including CYP-IAPT interventions.</li> </ul>
<b>Knowledge and Experience</b>	
<ul style="list-style-type: none"> <li>• Experience of working in a multi-disciplinary team, including substantial experience with relevant client group.</li> <li>• Experience in the process of assessment of risk and clinical need of children and adolescents 11-18.</li> <li>• Experience of working with complex and difficult to treat cases.</li> <li>• Experience of time-limited work (medium and brief).</li> <li>• Experience of working with parents/carers of adolescents.</li> <li>• Theoretical knowledge of psychoanalytic concepts and how to work with these concepts and associated processes in the clinical setting.</li> <li>• Knowledge of other therapeutic modalities.</li> <li>• Experience in the use of routine outcome measures in clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of clinical work in a school setting preferably secondary.</li> <li>• Experience of providing consultation to other professionals.</li> <li>• Experience of delivering group-based interventions.</li> <li>• Experience of IT administration systems.</li> <li>• Experience of presenting clinical work and/or psycho-education to other professionals.</li> </ul>

<ul style="list-style-type: none"> <li>• Experience in liaison and multi-agency working.</li> </ul>	
<p><b>Skills and Competencies</b></p>	
<ul style="list-style-type: none"> <li>• Ability to make complex autonomous judgements based on theoretical, technical and clinical knowledge and experience.</li> <li>• Ability to communicate effectively in highly emotive situations: overcoming barriers to understanding and analysing complex and conflicting opinion/emotions.</li> <li>• Experience in the autonomous management of personal work patterns and caseload. This includes experience in scheduling and maintaining a pattern of complex clinical and non-clinical work.</li> <li>• Good literary and report writing skills.</li> <li>• Time management skills.</li> <li>• Good administrative Skills.</li> <li>• Good Liaison Skills.</li> <li>• Excellent general communication skills.</li> <li>• An awareness of the limitations and parameters of the treatment potential of psychotherapy/counselling.</li> </ul>	<ul style="list-style-type: none"> <li>• Good IT Skills.</li> <li>• Research skills.</li> </ul>
<p><b>Personal Characteristics</b></p>	
<ul style="list-style-type: none"> <li>• Self-motivated.</li> <li>• Ability to work as part of a team.</li> <li>• Ability to work under pressure and meet deadlines.</li> <li>• Ability to contain anxiety in others.</li> <li>• Adaptable.</li> <li>• Good interpersonal skills.</li> <li>• Reliable.</li> <li>• Trustworthy.</li> <li>• Physical effort – capacity to sit in constrained position for extended periods.</li> <li>• Mental effort - capacity for frequent, intense mental concentration.</li> <li>• Emotional effort - capacity to frequently work with highly emotional circumstances and levels of distress.</li> <li>• Working conditions – capacity to work in settings with occasional exposure to unpleasant working conditions such as verbal aggression.</li> <li>• Ability to work from a number of locations and on different platforms – video and phone – in addition to face-to-face</li> </ul>	

