

	Play Therapist/Drawing	Department:	Counselling
ocation:	and Talking (Schools) Greater Manchester	Holidays:	36 days plus bank holidays
	<ul> <li>1 day in a Blackburn SEN School</li> </ul>		Dank holidays
	2 days in a Bury SEN School		
	<ul> <li>½ day in a Bury Primary School</li> <li>½ day Hybrid</li> </ul>		
	working		
Salary Range:	£23,500	Full Time/Fixed Term/ Part Time:	Part Time (4 day a week)
Reporting o:	Head of Counselling	Business Insurance:	No
Vorking Pattern:	8.30am – 4pm	Hours:	30
ob Descrij			
nsuring tha rotocols.	t any concerns are address	ed promptly and in line with each scho	ool's safeguarding
Responsibi	lities:		
peo	ple, using high quality couns psychological needs. Addre	individual counselling services to child selling interventions that meet their spa	ecific emotional
	bullvina		n, grief, trauma,
and • Safe age	ncies to ensure the safety a	th the school's safeguarding lead and nd well-being of the students. Report a	other relevant
and • Safe age safe • Cor	eguarding: Work closely wincies to ensure the safety a eguarding concerns in accor ofidential and Non-judgme	th the school's safeguarding lead and nd well-being of the students. Report a dance with policies and procedures. <b>Intal Care:</b> Offer a non-judgmental, co	other relevant and record
and • Safe age safe • Cor cou	eguarding: Work closely wincies to ensure the safety a eguarding concerns in accorn fidential and Non-judgme nselling service in line with yontal Well-being: Contribute	th the school's safeguarding lead and nd well-being of the students. Report a dance with policies and procedures. <b>Intal Care:</b> Offer a non-judgmental, co your chosen Ethical Framework. to the mental health and well-being of	other relevant and record nfidential students by
and • Safe age safe • Cor cou • Mer prov pers	eguarding: Work closely wincies to ensure the safety a eguarding concerns in accorn fidential and Non-judgmenselling service in line with yontal Well-being: Contribute viding ongoing therapeutic in sonal development.	th the school's safeguarding lead and nd well-being of the students. Report a dance with policies and procedures. <b>Intal Care:</b> Offer a non-judgmental, co your chosen Ethical Framework. to the mental health and well-being of interventions aimed at improving emotion	other relevant and record nfidential students by onal resilience an
and • Safe age safe • Cor cour • Mer prov pers • Clir ens	eguarding: Work closely wincies to ensure the safety a eguarding concerns in accorn fidential and Non-judgme nselling service in line with y ntal Well-being: Contribute viding ongoing therapeutic in sonal development. nical Supervision: Regularl ure the highest standard of o	th the school's safeguarding lead and nd well-being of the students. Report a dance with policies and procedures. <b>Intal Care:</b> Offer a non-judgmental, co your chosen Ethical Framework. to the mental health and well-being of interventions aimed at improving emotion y attend and manage your own clinical care and professional development.	other relevant and record nfidential students by onal resilience an I supervision to
and • Safe age safe • Cor cou • Mer prov pers • Clir ens • Col cou	eguarding: Work closely wincies to ensure the safety a eguarding concerns in accor ofidential and Non-judgme mselling service in line with y intal Well-being: Contribute viding ongoing therapeutic in sonal development. ical Supervision: Regularl ure the highest standard of aboration: Work collaboration msellors, and support staff, t	th the school's safeguarding lead and nd well-being of the students. Report a dance with policies and procedures. <b>Intal Care:</b> Offer a non-judgmental, co your chosen Ethical Framework. to the mental health and well-being of interventions aimed at improving emotion y attend and manage your own clinical care and professional development. tively with other professionals, includin o ensure a holistic approach to support	other relevant and record nfidential students by onal resilience an I supervision to g teachers, ting students.
<ul> <li>and</li> <li>Safe</li> <li>age</li> <li>safe</li> <li>Cor</li> <li>could</li> <li>Mer</li> <li>provide</li> <li>provide</li> <li>Coline</li> <li>could</li> <li>Flex</li> <li>sched</li> </ul>	eguarding: Work closely wincies to ensure the safety a eguarding concerns in accor offidential and Non-judgme nselling service in line with y ntal Well-being: Contribute viding ongoing therapeutic in sonal development. iical Supervision: Regularl ure the highest standard of aboration: Work collaborations nsellors, and support staff, t kible Work Environment: E pols and other locations, due	th the school's safeguarding lead and nd well-being of the students. Report a dance with policies and procedures. <b>Intal Care:</b> Offer a non-judgmental, co your chosen Ethical Framework. to the mental health and well-being of interventions aimed at improving emotion y attend and manage your own clinical care and professional development. tively with other professionals, includin o ensure a holistic approach to suppor Be prepared to work in a variety of sett ring school hours.	other relevant and record nfidential students by onal resilience an I supervision to g teachers, ting students. ings, including
<ul> <li>and</li> <li>Safe</li> <li>age</li> <li>safe</li> <li>Cor</li> <li>cour</li> <li>Mer</li> <li>prov</li> <li>pers</li> <li>Clir</li> <li>ensition</li> <li>Col</li> <li>cour</li> <li>Flex</li> <li>sche</li> <li>Adr</li> <li>recording</li> </ul>	eguarding: Work closely wincies to ensure the safety a eguarding concerns in accorn ifidential and Non-judgme nselling service in line with y intal Well-being: Contribute viding ongoing therapeutic in sonal development. incal Supervision: Regularl ure the highest standard of of laboration: Work collaborations insellors, and support staff, to kible Work Environment: E bols and other locations, during ininistrative Duties: Carry of	th the school's safeguarding lead and nd well-being of the students. Report a dance with policies and procedures. <b>Intal Care:</b> Offer a non-judgmental, co your chosen Ethical Framework. to the mental health and well-being of nterventions aimed at improving emotion y attend and manage your own clinical care and professional development. tively with other professionals, includin o ensure a holistic approach to suppor Be prepared to work in a variety of sett ring school hours. but necessary administrative tasks, inc. , feedback from students, and impact	other relevant and record nfidential students by onal resilience an I supervision to g teachers, ting students. ings, including luding maintainin

• **Quality Standards and Development:** Contribute to the development, evaluation, and continuous improvement of the counselling service, ensuring high standards are







consistently met.

- **Crisis Intervention:** Respond to emergencies such as abuse disclosures, self-harm, or other at-risk situations. Work with child protection agencies, psychologists, and other support services when necessary.
- Academic Guidance: Help students set academic goals and create plans to achieve them. Identify learning difficulties and recommend strategies or referrals. Collaborate with teachers to support student learning.

Qualifications:	Essential:
<ul> <li>A qualification in counselling (we require a Level 4 qualification or above)</li> <li>Completed a minimum of 100 clinical hours</li> </ul>	<ul> <li>Experience of working with primary and/or secondary-aged students (whichever is relevant to the role being applied for)</li> <li>A good understanding of educational settings</li> <li>Current membership of an appropriate professional body (BACP, BAPT, BADth, BAAT, BAMT etc.)</li> </ul>







