

Job Description

Job Title:	Counselling and Mental Health Officer for the English for Speakers of Other Language Departments 0.4 FTE
Location:	Leeds City College, Multi Site -Enfield and North Street Campuses.
Salary:	SO1
Reports to:	Counselling and Wellbeing Team Leader
Staff responsibilities:	Volunteers and Students
Working hours:	0.4 FTE
Probation period:	6 Months
Special conditions of the post:	The post is based within Leeds City College working across all campuses. The post holder may be expected to work with any Luminate Education Group FE Colleges. Flexibility and willingness to work across all sites is required as well as occasionally working outside of standard office hours
Safeguarding:	All posts are subject to an enhanced Disclosure and Barring Service check.
Date of compilation:	25.04.2023

PURPOSE OF THE ROLE:

To promote positive student mental health and wellbeing for the student cohorts accessing courses within the college's ESOL (English for Speakers of Second Languages) departments. The primary purpose of the role will be to offer short term and longer term counselling and therapeutic interventions to support the wellbeing of, and work to alleviate the presenting needs of these students, so that they may effectively engage in their education and progress. Many students within these cohorts are children looked after, refugees or claiming asylum and have experienced and witnessed violence, traumatic events and experienced multiple losses. This role will aim to address some of the barriers to wellbeing and education faced by these students as a result of these traumatic experiences. The role requires a creative approach to communication to overcome language barriers and cultural awareness, appreciation and sensitivity.

CORE RESPONSIBILITIES:

1. To support student success and retention by delivering high quality mental health and counselling services, including short term supportive interventions for students experiencing a range of psychological and emotional difficulties.
2. To lead on the development of new initiatives and ways of working, to meet the changing needs of students. This includes running campaigns and developing links within the organisation and referral pathways to external agencies and organisations.
3. To provide guidance to staff on student mental health issues and to design and deliver training around mental health awareness and other related topics, to ensure wider staff development.
4. To develop specialist resources on student mental health and wellbeing for staff.

DEPARTMENTAL RESPONSIBILITIES:

- Identify appropriate support interventions through holistic assessment of student need, including identifying risks and identifying a package of support, including mobilising external urgent response agencies.
- Manage a caseload of students requiring ongoing assistance, providing time limited counselling, support, signposting and regular review of support needs.
- To work to assist students to overcome challenges that can be faced from experiencing traumatic events and alleviate the impact of this on students' engagement in education.
- To establish effective ways of communicating with students, and engaging in therapeutic interventions to improve wellbeing
- To deliver preventive interventions, including delivery of psycho-education group work sessions, campaigns and drop in's on a range of wellbeing topics.
- Develop and maintain effective relationships with the NHS, Mental Health Support Teams, statutory services, community based services and the third sector to ensure that students have access to appropriate support, intervention and, where appropriate, care packages in the community.
- To work closely with curriculum and pastoral staff to ensure effective support by the team around the student.
- Maintain appropriate mental health and well-being information and resources. Offer practical support/advice/ signposting to students regarding self-care and positive mental health.
- Provide training, advice, information and guidance on mental health-related issues for staff and deliver skills based training, e.g. active listening, to help them support students

- To remain updated with current mental health policy and therapeutic evidence based practice.
- Maintain accurate student case records, appropriate levels of confidentiality and provide regular statistical data for all service usage activity.
- Participate in regular supervision as a part of case management and review processes. Attend regular team meetings and student life events
- Contribute to the review, monitoring and evaluation of the effectiveness of the service in order to continuously develop in innovative ways.
- To contribute to the delivery of services to students aged 19+ and ensure accurate recording to allow income generation.
- Contribute to student induction activity, cross college awareness raising events and Open Days

COLLEGE RESPONSIBILITIES:

1. Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in review and development schemes.
2. Comply with college safeguarding procedures, including the promotion of the welfare of children and vulnerable adults studying at the college and commitment to the college child protection policy.
3. Comply with all college policies and procedures.
4. Reflect on and maintain knowledge of educational/professional research to develop evidence-based practice.
5. Act with honesty and integrity to maintain high standards of ethics and professional standards.
6. Manage and promote restorative practice approaches and the strengthening of relationships.
7. Comply with all legislative and regulatory requirements.
8. Promote a positive image of the college.
9. Embody the college values: Collaborative; Inspiring; Passionate; Aspirational; Celebrate Individuality; Respectful

10. Any other duties commensurate with the level of the post, which may be required from time to time.

Job Description	
Compiled By:	Leeds City College
Compilation Date:	

Person Specification

Job Title:	ESOL Counselling and Mental Health Officer
Department	Student Life

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Professional qualification in counselling or psychotherapy at Diploma level 4 or above or equivalent mental health professional practice qualification	A
E	Q4. Good general education including literacy and numeracy at level 2	A
D	Q2. Primary or additional qualification in therapeutic discipline that is shown to be effective in work with individuals who have experienced trauma or PTSD e.g CBT or EMDR.	A
E	Q3. Registered member of BACP or other relevant professional body.	A
Experience and Knowledge		

Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of delivering counselling and therapeutic interventions	A/I
E	EK2. Experience of delivering mental health and wellbeing services or counselling in a college or other educational environment	A/I
E	EK3. Proven experience working with individuals who are refugees or claiming asylum and have experienced and witnessed violence, traumatic events in a supportive capacity.	A/I
E	EK4. Experience of working with people from a wide diversity of cultures and ages.	A/I
E	EK5. Experience of planning, developing and delivering innovative and impactful learning resources, campaign material and curriculum material to promote emotional and mental health and wellbeing	A/I
E	EK6. Experience of working with internal and external partners to support students, alongside developing and maintaining relationships with community organisations	A/I
D	EK7. Experience of planning and delivering staff development and training	A/I
D	EK8. Proven experience of creative working with cohorts where language barriers have to be overcome	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Excellent interpersonal skills which can be adapted to meet the needs of students, colleagues and other partners.	A/I

E	SC2. Able to develop, coordinate and implement the delivery of therapeutic interventions with students	A/I
E	SC3. Able to holistically assess risk and need to inform appropriate ongoing actions and package of support	A/I
E	SC4. Able to stay calm and work under pressure and utilise available resources effectively	A/I
E	SC5. Use digital and online media to improve communications with students and staff. Creative approach to, and experience of cross cultural communication	A/I
E	SC6. Be a good listener who is empathetic and non-judgemental.	A/I
E	SC7. Able to work well both as a member of a team and using own initiative.	A/I
E	SC8. Maintain accurate and objective record keeping	A/I
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Support and promotion of equality, diversity and inclusion	I
E	Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	Commitment to the PREVENT agenda	I
E	Commitment to professional standards	I
E	Commitment to restorative practice approaches	I