

Position / Job Title: Student Counsellor

Position Holder:

Ref:

Location/Building: Talbot Campus

Faculty/Professional Service: Student Services

Group/Section: Student Wellbeing Service

Normal Hours per Week: 37

(Some flexibility will be required in order to ensure that key time scales and deadlines are met).

Grade: 6

Accountable to: Service Lead

Responsible for or supervises: N/A

Special conditions:

We are committed to providing a safe environment for all students and staff. This position is required to undertake regulated activity and therefore is exempt from the Rehabilitation of Offenders Act (ROA) 1974 and subject to a satisfactory (enhanced) DBS Disclosure and the requirements of our [Safeguarding Policy](#).

Job Purpose

Providing a responsive, specialist counselling and referral service to all University students experiencing a wide range and degree of emotional and psychological difficulty to support student retention, widening participation, academic achievement, academic engagement and progression.

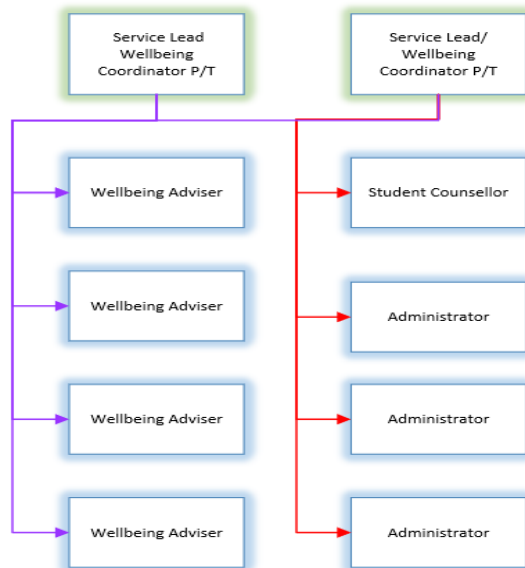
Facilitating a systematic time-limited assessment and counselling / psychological therapy service to students in need of therapeutic intervention and support

Main Responsibilities

1. Provide a responsive, confidential and specialist counselling service to students and make clinical decisions by assessing all relevant factors with a range of difficulties including depression, anxiety, stress, exam panic, suicidal ideation, self-harm, transition issues, disordered eating, relationship issues, addictions, identity conflicts, bereavement and other difficulties and refer to external specialist services as and when necessary to support the individual needs.
2. Manage a caseload of clients using a range of counselling interventions including; brief-focused counselling, intermittent and crisis counselling. Provide counselling using a wide range of therapeutic modalities such as Cognitive behavioural therapy, solution focused brief therapy and motivational interviewing.
3. To identify the nature, severity and complexity of presenting mental health problems, the associated level of risk and to advise students on appropriate management of those problems

4. To undertake and implement risk assessment and risk management strategies for individual Students in line with university safeguarding and risk assessment measures.
5. To formulate and implement plans for the treatment and/or management of a student's mental health problems, based upon an appropriate conceptual framework of the presenting problems, and, as appropriate, employing methods of intervention in a number of formats based upon evidence of treatment efficacy indicated within the NICE Guidelines.
6. To offer guidance to students on the appropriate psychological and psychosocial management of their presenting issues through time limited counselling
7. To provide, interventions and treatment for more complex presenting problems in line with demonstrated advanced level of competence and training either within a specialist theoretical model or with identified presenting problems.
8. To evaluate and make decisions about treatment options taking into account both theoretical and therapeutic models and complex factors concerning historical and developmental processes being presented by the student
9. Where appropriate, to refer students to other areas within Student Services, to other University support services, or to external agencies/Support Workers.
10. Liaise with appropriate academic and other relevant staff to support widening participation and access, academic progress and student retention.
11. To exercise professional responsibility for the efficiency of all aspects of the service, including assessment, treatment and appropriate discharge from the service at the end of interventions
12. To communicate in a professional and sensitive manner when dealing with emotive material, challenging client behaviours and distressing client presentation.
13. Dealing with sensitive and confidential issues within the frameworks of the Data Protection Act and any other professional and statutory guidelines. Ensuring record keeping and case management is in line with safeguarding practice requirements and compliance
14. To provide supervision to peers and student counsellors by agreement with managers and clinical lead, as appropriate within own level of competence and experience.
15. Ensure a professional and effective standard of clinical practice by working within the BACP (British Association for Counselling and Psychotherapy) ethical framework; completing mandatory training and maintaining a proactive approach to continuous professional development.
16. Keeping abreast with changes and developments within the field of student counselling developments and within the sector generally relating to areas of Mental health & wellbeing and to advise on service improvements where needed.
17. Trained in, or willingness to undertake training in, the 'single session' model of counselling.

Organisation Chart



Contacts Internal and external, including level

Internal: All BU staff and Students

External: All users of the University, parents, employers, External Assessor and support providers and placement providers, Student Finance England, Regional HE networks

Challenges What are the most difficult, complex or challenging parts of the job

Tact, diplomacy and sensitivity are key elements of this role as is the ability to remain calm under pressure and in challenging situations. This may include assessing and supporting students who have self-defined traumatic lived experience impacting on their mental health and wellbeing.

Understanding the limits of own expertise and identifying when a referral is required are important barriers to note. As is being solution focussed in meeting the needs of complex students and thinking creatively about how their needs can be met so that they can successfully complete their chosen programme.

A high level of customer focus is required striking the right balance between providing support, whilst ensuring at the same time that students – and staff - are aware of their responsibilities.

Information Governance Responsibilities

Data User

Comply with the associated data protection, information security, information management and information technology regulations, policies, processes and procedures.

Safeguarding and Regulated Activity

If the role involves engaging in regulated activity relevant to vulnerable groups including children and disabled adults, it is an [offence to apply for](#) and perform the role, if a person is bared from engaging in regulated activity. Further information is available in BU's [Safeguarding Policy](#) and Suitability Statement on the Recruitment and Employment of Ex-offenders.

Additional Information

The purpose of the job description is to indicate the general level of responsibility and location of the position. The duties may vary from time to time without changing their general character or level of responsibility.

BU is an equal opportunities employer which values a diverse workforce. The post holder must at all times carry out their responsibilities with due regard to the University's Dignity, Diversity and Equality Policy Statement. Our highly skilled and creative workforce is comprised of individuals drawn from a broad cross section of the globe, and who reflect a variety of backgrounds, talents, perspectives and experiences to build our global learning community. Through fused activity, the post holder must have an understanding of and commitment to promoting a global outlook.

All employees have an obligation to be aware of the University's Sustainability Policy, Climate and Ecological Crisis Action Plan, Travel Plan and associated documents, and to ensure that they carry out their day-to-day activities in an environmentally responsible manner and inspire students to do the same.

November 2024



Person Specification

Position / Job Title: Student Counsellor	Position No:
Faculty / Service: Student Support and Wellbeing	Date: Nov 2024
SELECTION CRITERIA	Essential / Desirable
Knowledge (including experience & qualifications)	
Satisfactory enhanced DBS check	E
Educated to degree level or equivalent in a relevant discipline plus relevant proven work experience	E
Professional counselling qualification at Level 4 or above, with at least two years post-qualifying experience and registration/accreditation with BACP, UKCP or other relevant professional body.	E
Knowledge of and adherence to the BACP (or equivalent) Ethical framework for Good Practice in Counselling & Psychotherapy	E
Experience of assessing clinical risk in the context of common mental health problems.	E
Knowledge and experience in risk management and experience in responding to and managing complex safeguarding issues, policy and practice	E
Proven ability to provide short term solution focused counselling within a multi-modality service.	E
Knowledge of how Mental Health and Wellbeing can impact an individual's ability to study	E
Proven ability to keep up to date with legislation and working knowledge of current counselling legislation, policy and procedures, particularly within an educational institution	E
Knowledge of specialist organisations and referral agencies for individuals with specific issues	E
Skills	
Well-developed skills in the ability to communicate effectively, orally and in writing, complex and clinically sensitive information to clients and professional colleagues	E
Ability to identify and implement a solution focussed response to complex scenarios	E
Understanding of and experience in building effective partnerships.	E
Excellent interpersonal skills with the ability to explain complex issues in a way that is understood by non-specialists	E
Ability to contribute to service reviews to identify strengths and areas for development	E
Excellent IT skills with proven ability to work with systems' procedures	E
Attributes	
Awareness of the requirements associated with operating within a customer service environment	E
Excellent attention to detail, well-organised with the ability to prioritise tasks effectively	E
Demonstrable commitment to student-centred, solution focussed support with the ability to work on own initiative and as part of a team.	E
Ability to build up rapport to inspire and motivate students and staff to support themselves and others in managing wellbeing	E
Demonstrable understanding of own limitations of knowledge/expertise and when to refer students on to ensure their needs are met.	E