

Person Specification – Schools Therapist ARM Cluster

Essential:

- Applicants should have either a relevant HCPC-registered title (i.e. art therapist, arts psychotherapist, drama therapist, counselling psychologist, clinical psychologist) **or** a qualification (diploma or above) from a BACP accredited training or equivalent. Equivalent qualifications from non-accredited courses should be of a level that would be recognised for professional accreditation purposes and sufficient to practice as a counsellor/therapist.
- Demonstrable ability to deliver time-limited counselling interventions (6-8 sessions) to children and young people.
- Experience or knowledge of CAMHS and other specialist services, and the skills to successfully refer and signpost young people and families to other agencies.
- Experience and understanding of mental health and wellbeing issues facing children and young people
- At least one years' post-qualification clinical experience in counselling.
- Knowledge of, and commitment to working to, the British Association for Counselling & Psychotherapy (BACP) Ethical Framework.
- Ability to work within a multi-disciplinary team, and to foster good working relationships with different professionals and agencies
- Ability to communicate effectively and manage highly sensitive client information.
- Knowledge and understanding of child protection and safeguarding issues
- Awareness of the principles of assessment interviewing and awareness of risk issues.
- Experience of/ability to manage own caseload, time and priorities, plus ability to be self-motivated, to work with remote management, and to take initiative as appropriate.
- Competence with IT software (e-mail, Word, letter and report writing, etc.)

Desirable:

- BACP Accredited or UKCP registered, or equivalent.
- Experience of working in schools, children's centres, and/or children and family services.
- Experience and/or knowledge of systemic family therapeutic interventions.
- Further training in working therapeutically with children and young people

- Knowledge of initiatives, priorities and agendas facing staff working in children's services, such as EHP, Leeds Children & Young People's Plan, Child Protection Plans etc.
- Experience of demonstrating outcomes and monitoring and evaluating services. Knowledge of well-being measurement systems e.g. SDQ, CORE, qualitative questionnaires etc
- Fluent in languages other than English
- Experience of group work and training provision
- Experience of working with people from diverse cultural backgrounds
- Car driver with access to own vehicle for purposes of working peripatetically across different settings
- Knowledge/experience of cluster working
- Knowledge or training in Restorative Practice techniques

Reviewed: June 2019