



Stoke Newington School  
& Sixth Form

Recruitment Pack  
**Lead Counsellor and Deputy  
Designated Safeguarding Lead  
(DDSL)**  
Immediate Start

Compassion



Ambition



Resilience



Excellence



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# Headteacher's Welcome

Dear Applicant,

A warm welcome to Stoke Newington School (SNS) and thank you for your interest in the post for **Lead Counsellor and Deputy Designated Safeguarding Lead (DDSL)**. This is an exciting time to be working with us as we move forward to enhance our offer, so we achieve outstanding academic outcomes and close the gaps in student achievement.

We are an oversubscribed school with a diverse and enthusiastic student intake reflecting our local vibrant community. Our recent Ofsted inspection (July 2022) recognised us as a "Good" school with many strengths. Our students are "proud of the diverse nature and inclusive ethos of their school. Enthusiastic and committed teachers make lessons interesting for pupils," and "teachers have strong subject knowledge and are passionate about their subjects."

The successful candidate will:

- care deeply and have high ambitions for every one of our students.
- be flexible and adaptable.
- Have experience of working with young people in a school or other setting
- Be organised, efficient and competent with Microsoft Office packages and quick to learn new software (e.g., Class Charts)
- Registration with the relevant professional bodies or working towards: UKCP, BACP, BPS or HCPC.

You must have excellent interpersonal skills, a strong team ethic, drive, determination, energy, and the highest expectations of every student. You must be committed to excellent provision for our students.

We are committed to our pledge of being an anti-racist school and strive to have a workforce reflective of our school body. Applicants from Black and Global Majority backgrounds are strongly recommended to apply.

Best wishes,

Zehra Jaffer  
Headteacher





## Equality at SNS

**We are incredibly passionate about creating a fair and equal community within our school. We set out these objectives to achieve and maintain an environment where every young person feels valued, cared for, and empowered to succeed.**

### **Objective 1**

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.

### **Objective 2**

Reduce the incidence of the use of racist, homophobic, biphobic, transphobic and sexist language by pupils in the school.

### **Objective 3**

Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

### **Objective 4**

Monitoring and promotion of the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs and disabilities.

## Performance

You can view and download the full 2022 Ofsted report [here](#). For performance tables and more statistics about our school, please visit our page on the [Department for Education website](#).

# Staff Benefits

We understand teaching and working in schools can be hugely rewarding but can also be demanding. Our staff are totally committed to the young people, colleagues, and families in our community. We seek for all our staff to have a healthy work-life balance. Our staff benefits are one way we show our appreciation to our staff.



## Development and Training

Quality continuing professional development is essential to ensure everyone maintains and enhances the knowledge and skills necessary for a positive learning environment. As practitioners, we seek to be well-informed about recent evidence-based research. At SNS, we allocate time to implement strategies so teaching practice maximise the learning in the classroom. The SNS Teaching and Learning Hub is the teacher training, professional development, and quality assurance element of our school. The Hub, led by the Assistant Headteacher leading on Teaching and Learning together with the Lead Practitioner and Early Careers teacher Mentor, provide support and expertise to staff and departments across the school.

## Flexible and Family Friendly

We know it can be challenging finding the right work-life balance. We want the absolute best people to work in our school, and so we want to support flexible working. We are able to consider flexible and family friendly working opportunities to include part-time, term-time working and job-sharing arrangements. The number of part-time staff is above average for similar schools, and we always try to accommodate if the timetable and resources permit. It is important that staff who are parents, do not miss important milestone events, such as your child's first day at school or graduation. Where we can, we will support these important



moments. As part of our admission policy, staff members with children who wish to attend SNS are given a priority school allocation.

## Pensions



Pensions are an important part of our life planning. We understand that and we want to make it as easy as possible for you to access the right pension scheme for you. When you join SNS, you are eligible to join the relevant pension scheme.

## Health and Wellbeing

Balancing everyday life with the requirements for work and home can create pressures for all of us. Work is a large part of people's lives. Each member of the teaching staff is equipped with a laptop. However, it is vital to ensure that there is a productive, healthy environment that is conducive to a healthy lifestyle. We actively encourage emails to only be sent during 7am and 6pm of a school day, and not during the weekend. The school will operate a texting service to alert staff should there be a need in an emergency.

A subsidized lunch from our school canteen helps our staff through the day. The culinary offer is wide and highly popular with staff and students alike.

Optical expenses – we offer free eye tests for staff who use display screen equipment.

All employees are part of the Employee Assistance Programme. The Employee Assistance Programme is a 24/7 confidential service giving employees access to a range of support from lawyers, health, and wellbeing professional, financial and debt specialists, and counsellors. This free service can be used to support you with any personal or work-related issues that may be affecting your wellbeing.

## Getting to Work

**By public transport:** Season ticket travel loans are available so staff members can take advantage of discounted annual fares for travelling to work by public transport.

**By car:** We have on-site parking. Applications will be considered on an individual basis. Please note, Stoke Newington School resides on a School Street which means you cannot enter Clissold Road between 8.30am-9.30am or 3pm-4pm. You can leave the road at any time.

**Cycle Scheme:** We encourage all staff to walk or cycle to work if possible. The school's Cycle Scheme provides staff members with the opportunity to purchase a bike of their choice, tax free. Spread across monthly payments deducted from your salary.

### Discounts

Staff are offered a Vectis card, this is a discount card offering savings across retail shops, tourist attractions and holidays. Clissold Leisure Centre, immediately opposite our school, offers a 10% discount on their membership scheme.

### SNS Staff Association

A strong sense of belonging is essential for us to thrive in the workplace. Our staff association holds events for staff, and their families, from weekly football, half-termly socials and Family Fireworks evening. In addition, such events as the Community Evening and our annual school performance are open to all staff and their families.





# Job Advertisement

## Lead Counsellor and Deputy Designated Safeguarding Lead

Required for Immediate Start

**Scale P03, actual pay £39,965- £41,709 per annum**

**Monday to Friday, 8:00am – 4:00pm, term time only**

### The School

This is an exciting opportunity to contribute to a successful and popular 11-19 inner-city comprehensive school. The school is especially committed to creative teaching and learning. We aim that every colleague has excellent professional development which leads to every student having an outstanding education. Stoke Newington School is dedicated to being anti-racist, and inclusive, by striving hard to challenge through our curriculum. We seek to inculcate and strengthen the knowledge, confidence, and skills for all in our community to challenge racism.

### The Post

Work as a part of the core mental health team and have a key role in all the school systems for identifying and supporting vulnerable young people. They have a lead role in working with our external partners such as Young Hackney, Children's Social Care and CAMHS in Hackney, and in the surrounding local authorities where our children live.

The pastoral counsellors have a high-profile role in all aspects of child protection, mental health support and student and staff wellbeing.

### How to Apply

If you are interested in joining our team please apply via [TES](#).

Alternatively, you can download an application pack from our [website](#). When completing your application form, please name your application file with your full name and the role you're applying for and submit to [recruitment@sns.hackney.sch.uk](mailto:recruitment@sns.hackney.sch.uk).

The closing date for receipt of applications is **midday Wednesday 11<sup>th</sup> September 2024**.

Interviews to take place week commencing 16<sup>th</sup> September 2024.

We are an equal opportunities employer committed to ensuring diversity in our workforce. As employers we are committed to safeguarding and promoting the welfare of children. A DBS clearance is a statutory requirement for all positions.





# Job Description

**Title of Post:** Lead Counsellor and Deputy Designated Safeguarding Lead

**Salary:** Scale P03 £39,965- £41,709

**Reporting to:** Senior Deputy Headteacher

## Post Purpose:

The main role is to provide support for vulnerable pupils, including those working with CAMHS, pupils on a Children In Need & Child Protection Plans, Looked After Children pupils, Emotionally Based School Avoidance and pupils with social care involvement.

The role also involves preventative work with students who are at risk of becoming school refusers. You will join a team of pastoral counsellors and safeguarding leads.

## Lead Counsellor:

- The lead counsellor will lead the team of pastoral counsellors and wider school. Ensuring safeguarding referrals are dealt with in a timely manner and a pathway identified.
- Analysing data related to child protection cases and referrals working in partnership with the Heads of Years.
- Collaborate with SENCo to identify pathways for students where external assessments such as CAMHS are required.
- Promote the development of knowledge and skills for the team by training and signposting and thus leading to learning targets as part of the approval process.
- Liaise and work with the Attendance Officer in relation to students where there are serious concerns over attendance and punctuality.
- Ensure effective exchange of written records and information at times for pupils transfer between different key stages and at pupil transfer from primary schools and to and from other schools.
- Work with the school nurse for matters relating to students' medical needs.

## Main Tasks and Responsibilities:

- To support the work of the Designated Teacher for Safeguarding Children in helping to identify and support young people at risk.
- Supporting young people who are identified as being vulnerable and to be part of the Student Support Network meetings that help identify the vulnerabilities and help directly support the young person or identify and refer the young person to an external agency that can provide the appropriate support
- Support the work of other services within school with appropriate referrals of young people
- Supporting vulnerable students, to overcome obstacles to learning through providing counselling support internally.
- Conduct assessments of students emotional and psychological needs to develop tailored support
- Engage in individual and group supervision
- Working as a part of the attendance team particularly in relation to students with persistent absence or school refusal.
- Supporting young people in transition from year 6 to year 7
- Help set up the work of the transition groups and support any content as required.



- Supporting the work of other members of the team by helping to identify young people who might benefit from other small group work in areas like anxiety.
- Provide support to young people in crises particularly in relation to mental health, and to work with all staff to make sure that mental health and wellbeing has a high profile within the school.
- Work with professional colleagues externally who are supporting our young people and make sure that young people are always safe in school including attending safety planning meetings.
- Lead discussions with parents/carers and the young person about information sharing inside of school making sure that staff have appropriate knowledge about a young person's vulnerabilities and needs.

## Support for the Student

- To help identify support for young people with challenging behaviour and to be a core part of identifying any underlying needs that the young person might have.
- To provide support for the emotional needs of students either directly or through the work of a school group.
- To plan and lead on programmes for children who are experiencing difficulties, in conjunction with teachers and educational psychologists on the team.
- To work with referred children as appropriate.
- To make use of online platforms to record interventions, submit returns, timetables and lists of children seen, as required.

## Advice, Guidance and Support:

- To provide advice and guidance on supporting the most vulnerable students to all school staff including senior management.
- To be a source of expert advice for staff making decisions about vulnerable young people.
- To carry out home visits in conjunction with other pastoral staff where appropriate
- To lead multi-agency casework, facilitating meetings, making referrals and collating and recording information as appropriate.
- To make sure that our referrals to external agencies are high quality and appropriate.
- To maintain excellent relationships with our external partners

## Regarding Looked After Children:

- To work with the lead teacher for Looked After Children (LAC) to help ensure that the needs of children in school are met.
- To offer support and advice to the lead teacher in relation to work with external agencies.
- To offer support and advice to the lead teacher in relationship to the care situations of the young people.
- To offer support and guidance to the Designated Teacher when planning for transitions.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.



- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the line manager, and to be available at times of crisis.

## General requirements:

- Enhanced DBS check
- Strong commitment to furthering equalities in both service delivery and employment practice.
- The post holder must always carry out his/her responsibilities with due regard to Hackney Education policy, organisation and arrangements for health and safety at work.
- It is your responsibility to carry out your duties in line with Hackney Education policy on equality and diversity, and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or encounter.

## Equal Opportunities

- Understanding of the different social backgrounds of students.
- Understanding of the needs of different students, and the appropriate policies and strategies to support them.
- Understanding of the needs of bilingual students.
- Commitment to equal opportunities across all groups of staff

## Additional Duties

- To attend the weekly safeguarding meetings
- To provide a termly report for governors on the use of the service including impact and types of issues being presented
- To attend meetings with parents/cares and/or professionals if requested as appropriate
- To be part of the response in the rare case of a critical incident



	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• A professional qualification in a relevant field: counselling, psychotherapy or social work</li><li>• English &amp; Maths GCSE (or equivalent) Pass</li><li>• Achieved accreditation with BACP, UKCP, NCS or other equivalent professional body.</li></ul>	<ul style="list-style-type: none"><li>• Post-graduate Diploma or Masters level in Counselling or Psychotherapy, preferably specializing in working with children and adolescents.</li><li>• First aid and fire Marshall qualifications (or willingness to obtain)</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• An understanding of the developmental, emotional, social and educational issues of children and young people</li><li>• An understanding of how inequality impacts mental health and counselling</li><li>• Knowledge of mental health and CAMHS Services</li><li>• Knowledge of legislation and government policies pertaining to children in education, mental health and confidentiality.</li><li>• Minimum of 2 years' post qualification experience</li><li>• Experience of working with children and young people, preferably as a Counsellor</li><li>• Experience of working as part of a multi-disciplinary team</li></ul>	<ul style="list-style-type: none"><li>• Experience of organising events</li><li>• Experience of running groups</li></ul>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Knowledge and understanding of the needs of young people.</li><li>• Knowledge and understanding of the key principles of managing young people and their behaviours.</li><li>• Understanding of factors that contribute to poor behaviour.</li><li>• Understanding of factors that contribute to good behaviour.</li></ul>	<ul style="list-style-type: none"><li>• Commitment to the school's ethos, aims and its whole community.</li><li>• Warm and welcoming whilst always completely professional</li><li>• Robust, resilient, and positive!</li><li>• Sense of humour</li></ul>



	<ul style="list-style-type: none"><li>• Understanding the need to be pro-active in developing positive relationships with all young people to increase effectiveness.</li></ul>	
<b>Skills</b>	<ul style="list-style-type: none"><li>• Ability to work independently, manage own caseload and use initiative</li><li>• A commitment to safeguarding children and young people</li><li>• Ability to work with differences and the impact of inequality in counselling and a commitment to anti-oppressive practice</li><li>• Good written and verbal communication skills</li><li>• Good listening and communication skills</li><li>• Good interpersonal skills</li><li>• Maintain confidentiality where appropriate and keep confidential records securely in the knowledge of Data Protection Act 2018.</li><li>• To be able to work flexibly and as part of a team</li><li>• Ability to work under pressure</li><li>• Excellent organisational and time-management skills</li><li>• Computer literacy</li><li>• An interest and commitment to ongoing professional development</li><li>• Able to identify potential problems before they arise and having the confidence to deal effectively with the young people concerned.</li><li>• Ability to challenge poor behaviour and to provide strategies for young people.</li><li>• Ability to provide the commitment necessary to establish positive relationships with a wide and diverse student body.</li></ul>	<ul style="list-style-type: none"><li>• Ability to relate well to children and adults.</li></ul>
<b>Behaviours</b>	<ul style="list-style-type: none"><li>• Genuine passion for and a belief in the potential of every student</li><li>• A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and understanding how and when to take appropriate action</li><li>• Belief that every student should have access to an excellent education regardless of background</li></ul>	