Role profile

<table>
<thead>
<tr>
<th>Job title</th>
<th>Counsellor and Psychological Supporter</th>
<th>Job family and level</th>
<th>Administrative, Professional and Managerial level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department</td>
<td>School of Medicine, Education Centre and University Counselling Service</td>
<td>Location</td>
<td>Queen’s Medical Centre, Nottingham</td>
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</tbody>
</table>

Purpose of role

You will work as part of our medical school team to provide a mixture of 1:1 counselling, group work and psychological support for our medical students.

Working with a senior counsellor, the Director of Student Wellbeing and the Education Centre in the School of Medicine, you will contribute to the package of wellbeing provision for our medical students who are taught across the University and our clinical placement hospital sites.

You will support our medical students to navigate distress, life stressors and emotional experiences that may impact on them to fully engage with their medical studies and achieve their potential to be our future doctors.

Given fluctuations of demand throughout the year, the percentages in the following section are annualised and may fluctuate across the year.

<table>
<thead>
<tr>
<th>Main responsibilities</th>
<th>% time per year</th>
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<tbody>
<tr>
<td><strong>Delivery of counselling</strong></td>
<td>80%</td>
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<tr>
<td>• To deliver 1:1 student-focused counselling or CBT (depending on Practitioner qualification or equivalent) to medical students, working predominantly short-term (generally up to 4 sessions) and within the ‘One At A Time’ model. This includes Counselling Consultation (initial appointments), follow-up appointments and signposting to and navigation of specialist services as required.</td>
<td>80%</td>
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<tr>
<td>• To be able to work flexibly and safely, delivering online sessions using video calling apps.</td>
<td>80%</td>
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<td>• Maintain concise, accurate and up to date records of counselling work, including planned next steps for support according to University guidance on confidentiality.</td>
<td>80%</td>
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<tr>
<td>• Contribute to the design and delivery of a program of groups and workshops for our medical students based on student need.</td>
<td>80%</td>
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</table>
• Contribute to introductory and induction events for clinical students to promote understanding of your role.

• To work within the BACP Ethical Framework for Counselling Professions (2018).

2 Network and outreach

• Network, build and maintain relationships with key colleagues associated with the delivery of the medical curriculum and relevant colleagues, for example those in the University specialist services teams.

• Contribute to introductory and induction events for clinical students to promote understanding of your role.

• Participate, when required, in the School of Medicine special circumstance consideration meetings.

3 Other

• Contribute, in liaison with the wider team, to the creation of medical student-centered self-help resources.

• Contribute, in liaison with the wider team, to the design, development and evaluation of a novel psychoeducation curriculum specifically for medical students.

• Maintain continuing professional development through supervision and attendance at training events.

• Work towards BACP accredited membership if not already accredited.

• Additional responsibilities that fit within the scope of the role and level of responsibility.

Person specification

<table>
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<tr>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Groupwork skills</td>
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<tr>
<td></td>
<td>Workshop delivery skills</td>
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<td></td>
<td>CBT practitioner training</td>
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</table>
| Knowledge and experience | • Experience of providing short term, focused one to one counselling to adults/students using a variety of approaches, ideally in a university or other educational setting.  
• Knowledge of the challenges and experiences of adults/students in Higher Education.  
• Experience of delivering counselling to a wide range of people, from a variety of demographic groups.  
• Understanding of the role counselling within an educational context.  
• Demonstratable working knowledge of risk assessment and management, safety, and safeguarding.  
• Demonstratable understanding of working within the BACP Ethical Framework  
• Experience of working independently and as part of a team. | • An understanding of university management systems and the wider higher education environment.  
• Experience of providing counselling to healthcare professionals  
• Experience of working in a large organisation, contributing to local and institution wide goals.  
• Experience of working with outcome measures and utilizing a variety of assessment methods.  
• Experience of using data, metrics, and narrative to track and demonstrate change over time. |
| Qualifications, certification and training (relevant to role) | • A core counselling practitioner qualification as defined by the British Association for Counselling and Psychotherapy (BACP) or equivalent (e.g., UK Council for Psychotherapy, UKCP, British Psychological Society, BPS). **OR** A practitioner training qualification – Cognitive Behavioural Therapy (CBT), Dialectical Behavioural Therapy (DBT) or Mentalisation-based Therapy (MBT).  
• If not already held, you must also be willing to work towards accreditation by an awarding body (e.g. BACP, UK Council for Psychotherapy, UKCP, British Psychological Society, BPS). | • BACP accredited membership |
| Statutory, legal or special requirements | • Satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). |
| Other | • Willingness to adopt the [vision and values](#) of the School of Medicine.  
• Commitment to Continuing Professional Development  
• Ability and willingness to travel and access to own transport. |
Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University’s strategy, vision and values. The following are essential to the role:

**Valuing people**
Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of the way to ensure people feel valued, developed and supported.

**Taking ownership**
Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.

**Forward thinking**
Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.

**Professional pride**
Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.

**Always inclusive**
Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others

- **Line manager**
- **Role holder**
- **Key stakeholder relationships**
  - University specialist services
  - Students
  - Colleagues in SoM and placements

**Director of Student Well-being**

**Counsellor and Psychological Supporter**