



Student Clinical Cognitive Behavioural Therapist Lead



ROLE DESCRIPTION

GRADE

Grade 5

LOCATION

Sighthill, Edinburgh

LINE MANAGER

Wellbeing Services
Manager

ROLE SUMMARY


Edinburgh Napier's Student Counselling and Mental Wellbeing Service offers counselling, CBT and mental health support to a student body consisting of approximately 19,500 students.

We are recruiting to a role that offers a significant and exciting opportunity to be part of a team who continue to develop and innovate a student focused service provision.

You will support the student journey through the delivery of individual and group CBT interventions and ensure that students receive timely and appropriate professional support to enable them to achieve their full academic and personal potential.

Professionally qualified with appropriate clinical lead experience you will have a flexible outlook and demonstrate excellent communication skills. Contributing actively as a member of a small team, you must also be able to work independently.

You will be registered with BACP or COSCA and/or work towards or be accredited by BACP, COSCA or BAPCP.



The successful role holder will carry an individual caseload, work within a brief goal-orientated model, and play a primary role in coordinating, leading, and supporting a team of part-time CBT practitioners and guaranteed hours counsellors on clinical matters.

In addition, you will work with colleagues to deliver a range of appropriate preventative and developmental interventions in support of student wellbeing. This may include contributing to the introduction and management of new methods of online, web-based support and a range of health promotion activities. Ideally, you will have experience of successfully evaluating service provision.

LINE MANAGEMENT RESPONSIBILITY FOR:

This role play's a primary role in coordinating, leading, and motivating a team of part time CBT practitioners and guaranteed hour's counsellors.

MAIN DUTIES AND RESPONSIBILITIES

- Provide professional, sensitive and student focussed one to one CBT to a wide range of students across the institution and referral to specialist services as appropriate.
- Play a primary role in coordinating, leading and motivating a team of part time CBT practitioners and guaranteed hour's counsellors. This includes undertaking MyContribution/ supporting staff's performance.
- Provide effective service triage, clinical assessment and risk assessment to assess students' suitability for short term counselling, CBT or Mental Health Advice and refer to internal and external services as suitable.
- Together with Wellbeing Services Manager and/ or Counselling Lead co-ordinate the counselling service registration and waiting list as well as taking part in referral and multidisciplinary clinical meetings where communication about students' support plans are discussed. This includes students with complex presentations whose need cannot be met by University services alone.
- Work effectively with other members of the team to design, deliver and facilitate access to innovative psychoeducational group interventions across a multi campus setting.
- Support and advise part time counsellors, CBT practitioners, guaranteed hours counsellors and mentor-student trainees on clinical matters.
- Understand and comply with the policies and procedures of the Student Wellbeing and Inclusion team, including policies on data sharing & confidentiality, record-keeping, safeguarding framework, responding to emergencies, and escalation of matters relating to students in crisis.
- Comply with GDPR legislation and ethical guidance relating to confidentiality and sharing of information.
- Together with the Wellbeing Services Manager and clinical leads ensure the service safeguarding framework is followed and offer clinical advice to colleagues in line with the framework, ensuring safe and ethical practice for the service's most vulnerable students.
- Together with Wellbeing Services Manager and Counselling Lead engage and motivate part time staff and so create a coherent and positive staff culture
- Contribute to service evaluation and reporting to aid strategic planning and enhancement of services.
- In conjunction with the Wellbeing Services Manager help develop communication strategies including email, web based protocols, online self-help materials and systems to reach the widest possible student audience.
- Understand the services offered by other university departments and community resources, and be able to refer students to the appropriate sources of additional or specialist support as required.
- Actively participate in workshops and events to raise awareness of the services offered (e.g. Open Days, Applicants Days, Mental Health awareness events)
- Practice in an ethical and responsible way and ensure professional standards are met and maintained according to British Association for Counselling and Psychotherapy (the services professional body) to safeguard the interests of clients, practitioners and the institution.
- In addition to the main duties indicated here, the post holder may be required to perform other duties assigned by the Wellbeing Services Manager or the Head of Student Wellbeing and Inclusion from

time to time. Such duties will be reasonable and be in line with the post holder's skills, experience, and grade.

- Role model the University's values & behaviours.
- Be responsible for ensuring that the information and records processed (received, created, used, stored, destroyed) on behalf of the University are managed in compliance with ALL applicable legislation, codes and policies e.g. [Data Protection](#), [Information Security](#) and [Records Management](#).

PERSON SPECIFICATION

ESSENTIAL

DESIRABLE

EDUCATION / QUALIFICATIONS

- | | | |
|--|---|---|
| • Degree or relevant equivalent experience | ✓ | |
| • Recognised post-graduate Diploma/ Qualifications in Cognitive Behavioural Therapy, Counselling Psychology or equivalent. | ✓ | |
| • Registered Membership of BACP or COCA and/or evidence of working towards accreditation with BACP, COSCA or BABCP. | ✓ | |
| • Accredited Membership of BACP/ BABCP. | | ✓ |
| • Mental Health/Wellbeing related qualification. | | ✓ |

SKILLS / EXPERIENCE

- | | | |
|--|---|--|
| • Significant experience of providing brief one to one CBT. | ✓ | |
| • In-depth experience of service triage and counselling assessment. | ✓ | |
| • Experience of providing CBT support for mental health issues. | ✓ | |
| • Experience of offering trauma informed CBT with an understanding of trauma responses. | ✓ | |
| • An understanding of the range of issues facing an increasingly diverse student body. | ✓ | |
| • Experience and understanding of working with issues of diversity and inclusion. | ✓ | |
| • Experience and understanding of community resources and referral pathways. | ✓ | |
| • Experience of active referrals and signposting. | ✓ | |
| • Experience of clinical service co-ordination and/or management. | ✓ | |
| • Experience of clinical risk assessment and communication. | ✓ | |
| • Experience of delivering therapeutic group work and/or psychoeducation group interventions. | ✓ | |
| • Excellent customer service and interpersonal skills, including the ability to communicate clearly and concisely, orally and in written form. | ✓ | |



| | ESSENTIAL | DESIRABLE |
|---|-----------|-----------|
| • Ability to plan, organise and prioritise work effectively, to manage own workload, and to balance competing demands to meet agreed deadlines. | ✓ | |
| • Ability to work calmly under pressure in a busy environment whilst delivering high quality work standards. | ✓ | |
| • Work effectively and ethically with distressed clients and ability to demonstrate self-care and resilience in dealing with this demand. | ✓ | |
| • Evidence of delivering service innovations. | ✓ | |
| • Ability to manage own workload with minimal supervision. | ✓ | |
| • An understanding and respect for diversity, including the ability to engage with students from a wide range of cultures and with a range of support needs. | ✓ | |
| • Excellent team working skills, with an ability to develop and maintain co-operative relationships, demonstrating a collaborative team spirit to continually enhance services. | ✓ | |
| • Ability to maintain a high level of confidentiality. | ✓ | |
| • Excellent IT skills. | ✓ | |
| • Experience of working in Further/ Higher Education and/or social community work. | | ✓ |
| • Experience of coaching. | | ✓ |
| • Child and Adult Protection Training Level 2. | | ✓ |
| • Counselling supervision and/or mindfulness training. | | ✓ |
| • Experience of online support provision and/or using counselling evaluation tools. | | ✓ |
| • Experience of working with carers, complex grief, victims of sexual violence, domestic abuse, addiction in a therapeutic context. | | ✓ |
| • Skill and experience in designing and delivering interactive workshops. | | ✓ |