



Job Description for Action Group Facilitator - Manchester

Job Title: Clinical Facilitator - Action Groups

Reporting to: Richard Kettley, Mental Health Workforce

Salary: £34,500 FTE

Location: Manchester based post: Remote, with occasional office attendance.

Hours and Basis: 0.4 FTE FTC September 2026 – 2028

Time commitment: 2 days a week

About this role

Learning Together for Mental Health

As part of Place2Be's long-standing collaboration with the London School of Hygiene and Tropical Medicine (LSHTM) and University College London (UCL), we have been supporting the development and evaluation of 'Learning Together', a series of programmes originally designed to reduce bullying and increase a sense of safety and belonging at school for children and young people. Learning Together has also been found to have a positive impact on students' mental health and academic attainment (initial findings published in the Lancet can be found [here](#)).

The Learning Together for Mental Health (LTMH) programme has been developed with a stronger focus on students' mental health. LTMH includes training in restorative practice for school staff, a student needs assessment and facilitated Action Groups, in which staff and students come together to plan school activities or policy changes to address the mental health and wellbeing needs of the students. In a recent pilot study, LTMH was found to have good feasibility in participating schools. We are now very excited to be able to give secondary schools across the country the opportunity to trial LTMH in their school and to support the evaluation of this innovative programme. We will be working with an evaluation team from Anna Freud and Ipsos in this four-year randomised control trial funded by the [Education Endowment Foundation](#).

The role is to facilitate Action Groups to teachers and pupils across some of the 70 schools in England as part of the Learning Together for Mental Health programme. The successful candidate will be responsible for leading on action groups, working closely with the Lead Facilitator, Research Trial Manager and a team of Place2Be Facilitators to ensure the smooth delivery of LTMH in participating schools.

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Registered Office: Place2Be, 175 St. John Street, Clerkenwell, London, EC1V 4LW. 020 7923 5500
Registered Charity in England and Wales (1040756) and in Scotland (SC038649)
Registered Company in England and Wales (02876150)



KEY RESPONSIBILITIES

Leading delivery of Actions Groups

- Have a thorough understanding of Action Groups, including set-up, and in-person facilitation.
- Meet intervention schools
 - One initial pre-meeting to ensure clear understanding of set-up guidelines and reporting expectations for Action Groups.
 - Six Action Groups in each school year (or each 3-term period depending on start dates)
 - Using data from the Needs Assessment Reports from the baseline survey
 - Taking account of the ongoing needs of the school community
 - Supporting consistent attendance and engagement of staff and students
 - Drawing on evidence-based resources provided in the Manual
- Support the Lead Facilitator to ensure a smooth participant experience, working flexibly to embed feedback and improvements, and contribute to continuous programme refinement.
- Ensure positive participant engagement and robust processes for supporting schools throughout facilitation of action groups.
- Attend supervision as required by the Lead Trainer.
- Ensure facilitation of Action Groups follow the LTMH approach and uphold its core principles.
- Provide reflective feedback on LTMH processes through learning and insights gathered from the facilitation of Action Groups.

Quality Assurance

- Maintain high standards of programme delivery across all participating schools, ensuring consistency, fidelity to the model, and adherence to programme protocols.
- Contribute to developments through reflective and reflexive practice and Lead Facilitator observations and feedback.
- Support the Lead Facilitator to review programme materials, identifying strengths and areas for development.
- Support the Lead Facilitator to ensure all resources, training materials, and school-facing content meet quality standards before dissemination.

Relationship management

- Build and maintain strong working relationships with participating schools, ensuring clear communication, trust, and effective collaboration throughout the programme.
- Work collaboratively with evaluators, internal colleagues, and programme partners to ensure smooth coordination and alignment across all aspects of the trial.
- Represent Place2Be and the LTMH programme in meetings, briefings, and partnership forums, contributing to a positive and professional profile for the project.

General

- Hold a sound understanding and awareness of Place2Be's equal opportunities policy and a personal commitment to equality of opportunity and anti-discriminatory practice in service delivery
- Work as a team member of the organisation, sharing information and best practice openly and productively through various forums
- Keep abreast of developments within the sector to ensure our programmes are at the forefront of new thinking and best practice.
- Support and nurture the Place2Be values of Perseverance, Integrity, Compassion and Creativity.

You may be asked to undertake any other duties that are commensurate with the post as requested by your manager and you must carry out the duties in accordance with Place2be policies and procedures.

What you will need:

- *Hold a recognised professional Level 4 diploma or above in counselling or psychotherapy
- *Holds membership of a professional association relevant to counselling or psychotherapy, (e.g. BACP, UKCP, BAPT, HPC, NCS)
- *Ability to build and maintain positive, professional relationships with school leaders, teachers, and external partners when dealing with competing demands and expectations.
- *Confidence in leading structured supervisory sessions, managing group dynamics, and supporting reflective discussion.
- Good working knowledge of the BACP Ethical Framework for the Counselling Professions and can demonstrate practical experience of applying this framework
- Strong communication skills, including the ability to adapt style for different audiences (students, staff, senior leaders, colleagues).
- Confidence using digital tools and platforms to support programme delivery, training, and resource development.
- Excellent organisational skills, with the ability to manage multiple schools, and programme requirements.
- Experience of working with children and young people
- Experience of working as a counsellor psychotherapist within a school setting with children and young people
- Ability to work independently and collaboratively within a dispersed team, maintaining a solution focused and proactive -approach

** Indicates the minimum criteria needed to be considered for a guaranteed interview under the disability confident scheme.*

