



Role Description: Guidance Counsellor

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| Position Title | Guidance Counsellor |
| Responsible To | Principal and Deputy Principal in charge of Student Support/Guidance |
| Responsible For | Trainee Counsellors as required |
| Functional Relationships with: | Nurse, Student Support Officer, Attendance Officer, Business Manager, Senior Leadership Team, Deans, staff, students, caregivers, outside agencies and community groups, and professional supervisor. |
| Hours / Days Employed: | 35 hours per week |
| | 8.30am – 4.30pm with 30 minutes for lunch. Term time only. |
| Functional Delegations (Limits to Authority): | Budget allocation |
| Terms and Conditions: | The Role Description sets out the requirements in terms of the appropriate Ministry of Education "Collective Employment Contract" for the position. |

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| Role Description | <p>The Guidance Counsellor is an essential component of the pastoral care network of the School. The role is complex, because a counsellor needs to build and maintain professional relationships with a wide range of people. The pastoral care of students is centred around the Rōpu and Whānau classes at each Year level led by the Deans / Kaihautu and supported by the wider pastoral care team.</p> <p>The Guidance Counsellors' clients are students, their families/whānau, and occasionally staff, in the school community. Their role includes:</p> <ul style="list-style-type: none"> Supporting students, staff and families/whānau and contributing to ensuring a safe environment for all. Helping clients to explore their difficulties and concerns, and to develop their capabilities and resilience. Ensuring that factors that affect students' wellbeing are addressed such that their achievement is maximised. Fostering conditions in which a client can grow and develop as a person. Offering leadership and sharing expertise in promoting and modelling positive relationships. <p>A Guidance Counsellor has empathy with, and advocates for, diverse adolescents to achieve optimum outcomes and builds trusting relationships with students, caregivers and will work effectively with the wider pastoral care network: student support officer, nurse, careers advisor, pathways manager, SENCO, attendance officer) and senior leadership team and external agencies/providers where appropriate.</p> <p>Guidance counsellors must adhere to an appropriate Code of Ethics and are subject to a complaint procedure, so the School requires its guidance counsellors to be members of, or have provisional member status with, NZAC or equivalent body.. A counsellor is bound by ethics of confidentiality that must be managed to ensure that the well-being of clients is of paramount importance. This is essential protection for the students, their families/whānau, and occasionally staff, with whom the counsellor(s) works. This includes the requirement for regular professional supervision with a</p> |
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| | <p>supervisor who is a member of an appropriate professional association, who is also bound by a Code of Ethics and subject to a complaints procedure.</p> <p>The work of the Guidance Counsellor must be consistent with Te Pakiaka Tangata Strengthening Student Wellbeing for Success Guidelines. This includes guidelines about the relationship with all members of the pastoral team, and the principal. Further guidelines are provided by the PPTA.</p> |
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| <p>Primary Objectives:</p> | <ul style="list-style-type: none"> To offer counselling opportunities to students, their families/whānau, and occasionally staff*, as required, working within the NZAC Code of Ethics. To work collaboratively with all staff in their guidance and teaching roles to create conditions in which students can meet their potential. To network within and outside the school to ensure that individuals are assisted to find appropriate information and help for themselves. To help to establish a safe and inclusive climate in the school, free of intolerance, harassment and bullying. To act as an agent for positive change within the school community. <p>* Maintaining the well-being of staff is a critical component of supporting students, therefore providing counselling to staff is a legitimate part of the Guidance Counsellors' role. When staff counselling is required, it should be on an immediate/short term basis and involve, where appropriate, referral to external counselling services to avoid any conflict of interest.</p> <p>Last Review: August 2020</p> |
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| Key Performance Areas | Expected Outcomes and Performance Indicators |
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| <p>1. Counselling / Pastoral Care</p> | <ul style="list-style-type: none"> Provide counselling for individual students, their families/whānau, and occasionally staff (on a short-term basis), <ul style="list-style-type: none"> Accept self-referrals Accept appropriate referrals from staff, families/whānau and outside agencies to work with students. When appropriate, meet with students and their families/whānau. Maintain an active caseload, managing referrals and regular clients as required. Keep appropriate records of counselling work, ensuring they are kept securely and confidentially. Participate in meetings of the Pastoral Network, including Deans/ Kaihautu Hui, case conferences, and the wider pastoral network as required. Liaise with outside agencies (e.g. Oranga Tamariki (Child Youth and Family Services), health providers (e.g. CAMHAS, Te Korowai, Police, Group Special Education, Family Court, iwi/hapu organisations, etc.). Facilitate group counselling sessions, programmes and relevant school-wide initiatives (e.g. diversity, grief, abuse survivors, anger management, smoking cessation, etc.). Report to the principal regarding any high-risk situations, balancing the need for ethical considerations and duty of care (e.g. the |



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| | <p>Vulnerable Children's Act and related School Policy and Procedures).</p> <ul style="list-style-type: none"> • Ensure guidance and counselling services are understood and promoted with students and staff, e.g. Year 8 Transition, Year 9 Orientation, health curriculum / council, etc. • Contribute, where appropriate, to induction and professional development opportunities for staff. |
| 2. Liaison / Professional relationships | <ul style="list-style-type: none"> • Liaise with other guidance counsellor(s) and/or School nurse (as appropriate) regarding any high risk or difficult situations or if referring a student to an outside agency / provider. • Accept chronic truant / absence referrals from the Attendance Officer and/or SLT responsible for attendance to determine an appropriate intervention. • When appropriate, act as student advocate, e.g. at Board of Trustees Discipline Committee meetings, Family Group Conferences. • Act as a consultant and resource person within the school community. • Work with the Deans/Kaihautu regarding the holistic wellbeing of students. • Coordination/involvement with community information evenings with respect to pastoral care issues, e.g. keeping safe online, drugs/alcohol, etc. • Provide advice on all aspects of pastoral care in the School as required • Be involved in liaising with the community. • Contribute to the development of leadership and service programmes in the School. • Ensure all communications are timely and professionally appropriate. |
| 3. Administration / Reporting | <ul style="list-style-type: none"> • Maintain adequate records of consultations, caseload and calendar appointments. • Complete documentation in relation to referrals to outside agencies/community groups. • Report to the Board of Trustees and Principal regarding pastoral care matters within the School (regular updates with the principal, termly written reports, and an annual report). |
| 4. Professional Standards and Development | <ul style="list-style-type: none"> • Maintain discretion, confidentiality and integrity at all times. • Participate in supervision fortnightly. • Engage in ongoing professional development, including attending relevant training workshops and conferences, this should be aligned with maintaining a current Practising Certificate. • Give importance to networking with fellow counsellors and attend further training opportunities both locally and nationally. • Be pro-active in the school and parent community by initiating group work, information sharing, prevention programmes, etc. • Have an awareness of the different ethnic groups in the school, be knowledgeable about their issues and familiar with their support networks. • Possess an understanding of, and empathy towards, other cultures and support gender equity and EEO. • Understand the special place in Aotearoa/New Zealand of Maori and the implications of the Treaty of Waitangi on education and guidance services. • Be familiar with local hapu and iwi and know the contacts for referral and cultural supervision when appropriate. |



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| 5. General | <ul style="list-style-type: none"> • Support the Vision, Mission and Values of Thames High School / Te Kura Tuarua o te Kauaeranga and adhere to its Procedures and Policies. • Behave in a professional manner, and in accordance with the Staff Code of Conduct at all times, maintaining positive relationships and sharing responsibility for the health and safety of all members of the community. • Positive professional relationships are maintained with all staff members and students at the School. • Participate as an active member of the Thames High School; this includes attending meetings as required, completion of the appraisal process as required and encouragement to be involved in the co-curricular life of the School. |
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