



POSITION DESCRIPTION

School Counsellor

TENURE: Part Time, Fixed term
RESPONSIBLE TO: Principal - Nga Tawa Diocesan School
Director of Wellbeing

FUNCTIONAL RELATIONSHIP WITH: Students
Whānau
Principal
Director of Wellbeing
Boarding Staff
School Nurse
Deans

PURPOSE OF ROLE

The School Counsellor is primarily responsible for providing one to one support with a range of services to students from diverse backgrounds, addressing personal, social, and academic concerns. The successful candidate will work collaboratively with students, parents, whānau and staff to create a positive and supportive school environment. The School Counsellor will work with the Director of Wellbeing to achieve these objectives within the framework of the special character of the school.

PERSON SPECIFICATION

The School Counsellor will be a New Zealand Registered Professional in their field and be expected to demonstrate a range of knowledge, experience and attributes.

KNOWLEDGE AND EXPERIENCE

Expertise and refined strategies in the practice of counselling young wāhine, training in psychology is desirable.

An appreciation of the current thinking and work around adolescent mental health and well-being issues.

Recent practice in the on-going personal and emotional development of young wāhine.

Cultural competence and sensitivity to the needs of rangatahi from diverse cultures

Demonstrate a commitment to, and have knowledge of, the Principles of Te Tiriti o Waitangi

An understanding of 21st century education.

Competence and confidence in using information technology to assist learning and administration.

Effective written and oral communication skills appropriate for a range of audiences (rangatahi, colleagues, whānau).

Time management and administrative skills and an ability to uphold deadlines.

A capacity to manage and resolve issues that may involve students, parents, whānau and/or staff.

Proven ability to build relationships and work collaboratively with relevant external agencies.

PERSONAL PROFESSIONAL QUALITIES

Demonstrate a commitment to on-going professional learning.

Demonstrate inspiration and innovation in working to resolve problems.

Ability to work as part of the Pastoral Team to motivate colleagues to provide a stimulating, positive and rewarding school environment.

An open, warm and caring manner with empathy in dealing with a diverse range of students and adults.

Have the trust, respect and confidence of teaching staff and be seen as approachable.

Demonstrate support of our Anglican special character and model our values of courage, respect and integrity.

KEY ACCOUNTABILITIES

1. Student Wellbeing
2. Student Orientation
3. Crisis Management
4. Special Character
5. Health and Safety
6. Personal/Professional Development

1. STUDENT WELLBEING

Key Tasks

Performance Indicators

To provide a confidential counselling service to students in accordance with accepted best practice.

Feedback student survey
Attendance statistics of counselling service

To involve parents in the counselling process in accordance with student's needs.

Feedback parents

Communicate with the pastoral care team in the School.

Feedback from Pastoral Care Team

<p>To maintain close liaison with:</p> <ul style="list-style-type: none"> • Director of Wellbeing • School Nurse • Deans 	<p><i>Feedback from Pastoral Care Team In appraisal process</i></p>
<p>In conjunction with the Pastoral Care Team identify students with particular pastoral needs and requirements and ensure that these needs/requirements are being reasonably met. These include students who:</p> <ul style="list-style-type: none"> • Need support creating positive change with their emotional or mental health • Need support to feel connected and included in school culture and community. • Need support in managing current difficulties in relationships with other students or with staff (including boarding difficulties or family) 	<p><i>Students are identified and supported appropriately</i></p> <p><i>Student/parent feedback</i></p> <p><i>Feedback in the Student Safety Survey</i></p>
<p>An active member of Pastoral teams and attend meetings.</p>	<p><i>Feedback Director of Wellbeing Meet actions as directed</i></p>
<p>Liaise with external agencies associated with the school, as well as community and parents. Evaluate systems to ensure quality assurance management of the use of external agencies by school staff in relation to student counselling and support.</p>	<p><i>Quality assurance system monitored</i></p>
<p>Support the School Restorative and Behaviour Managements Processes.</p>	<p><i>Feedback from staff through appraisal process</i></p>
<p>In conjunction with Director of Wellbeing develop and maintain student support programmes.</p>	<p><i>An effective student support programme is developed Student Feedback</i></p>
<p>In conjunction with Director of Wellbeing, Deans, teachers, provide reports for the Principal in response to student/parent's wellbeing concerns as required.</p>	<p><i>Report provided</i></p>
<p>Ensuring accurate, up to date record keeping on CounselPro and assurance of confidential record keeping.</p>	<p><i>Provide termly data to Director of Wellbeing for board reports.</i></p>

2. STUDENT ORIENTATION

Key Tasks	Performance Indicators
<p>Direct and indirect support to parents and students to ensure the smooth and successful integration of new students into Nga Tawa including:</p> <ul style="list-style-type: none"> - Speaking at new student orientation days; - Providing information on preparing for boarding and dealing with homesickness; - Following up on students new to the school at all year levels; - Support DP Pastoral with Big Sister Programme. 	<p><i>Feedback from parent and student surveys</i></p> <p><i>Feedback from DP Pastoral through appraisal process</i></p>

3. CRISIS MANAGEMENT

Key Tasks

Performance Indicators

To work with the Director of Wellbeing in the on-going review of the crisis management procedures in the school on an annual basis.

Crisis management procedures and documentation annually updated

Member of the crisis team in the event of a traumatic event within the school community

In an event carries out role as described

To keep staff informed of crisis intervention processes.

Presentation in staff meeting twice per year

To work with Director of Wellbeing and the Principal in the management of students at risk including:

Students at risk managed successfully to ensure their safety and that of the school community

- Liaising with external providers around specific situations;
- Developing an individualised safety and support plan
- Collaboration with whānau, Director of Wellbeing and relevant Boarding Staff to ensure safety and support within boarding and school context.

4. SPECIAL CHARACTER

Key Tasks

Performance Indicators

Upholding the values and traditions of the Anglican Special Character of the school.

Active participation in school events

Model the school values of respect, integrity and courage.

Behaviour and attitude consistent with school values

5. HEALTH AND SAFETY

Key Tasks

Performance Indicators

Be aware and support school wide systems that are consistent with the Health and Safety at Work Act 2016.

Health and Safety procedures pertaining to student wellbeing and crisis management system in place

Raise Health and Safety Concerns within Pastoral meetings as required.

6. PROFESSIONAL/PERSONAL DEVELOPMENT

Key Tasks	Performance Indicators
Attend guidance network meetings.	<i>Meetings attended; logs kept</i>
Aware of own limitations and when to refer to another agency to seek support.	<i>Feedback from professional supervisor</i>
Attend regular professional supervision.	<i>Feedback from professional supervisor</i>
Maintain active membership of relevant professional association.	<i>Membership is current</i>
Develop effective work relationships with outside providers (e.g. Paediatric Services, CAMHAS).	<i>Feedback from providers</i>
Attend courses as requested.	<i>Attendance at courses as required. Report back on courses attended Recommendations to senior management Feedback from Principal</i>
Keep informed of developments in own specialty area.	<i>Attendance at courses</i>
Participate in all aspects of the school's performance management systems, including professional development and appraisal.	<i>Appraisal process completed</i>

Signed:

Date:

Signed:

Principal

Date: