



NGA TAWA  
DIOCESAN SCHOOL

## **POSITION DESCRIPTION**

### **School Counsellor**

<b>TENURE:</b>	Part Time, Permanent 35 Hours per week across 5 days Term time only
<b>RESPONSIBLE TO:</b>	Principal - Nga Tawa Diocesan School Director of Wellbeing
<b>FUNCTIONAL RELATIONSHIP WITH:</b>	Students Whānau Principal Director of Wellbeing Boarding Staff School Nurse Deans

### **OVERVIEW OF ROLE**

This is a dual-role position combining School Counselling (approximately two-thirds of the role) and Wrap Around Care / Ecological Model Coordination (approximately one-third of the role). The position provides both direct therapeutic support to students and leadership of a coordinated, whole-school approach to wellbeing for students with complex needs.

### **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.

This role acts as a bridge across the school, connecting therapeutic insight with coordinated action across academic, boarding and co-curricular environments.

### **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.

## **COUNSELLING RESPONSIBILITIES**

Provide confidential, student-centred counselling services, including one-on-one and small group support. Respond to a range of wellbeing needs, including emerging concerns and crisis situations, in a timely and professional manner. Support students through key transitions, including entry to the school, return from absence, and reintegration following periods of leave. Maintain accurate, secure and ethically sound case records, with clear understanding of confidentiality and its limits. Develop and maintain effective referral pathways, both within the school and with external providers. Identify and report emerging themes, patterns and trends in student wellbeing to inform proactive and preventative support across the school.

This component of the role is primarily therapeutic and student-facing, focused on direct support and intervention.

## **WRAP AROUND ECOLOGICAL MODEL**

Lead and coordinate a wrap around (ecological) model of care for a defined group of students with complex or high needs. Act as the key liaison for families and whānau of identified students, ensuring clear, consistent and supportive communication. Coordinate and align wellbeing responses across all relevant staff, including mentors, Deans, teachers, boarding staff, co-curricular staff, and the SENCO. Ensure a cohesive and consistent approach to student support, with all aspects of a student's school experience considered and aligned. Facilitate collaborative planning and shared understanding across staff involved in supporting individual students. Identify gaps, unmet needs and emerging patterns in student wellbeing and respond proactively. Monitor the effectiveness of support plans and coordinate adjustments as required. Identify professional development needs for staff and support the development of capability in responding to complex student needs.

This component of the role is system-focused, ensuring coordinated, proactive and connected support around each student.

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## **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 women.

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

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.

Experience supporting students with complex or high needs.

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Demonstrated ability to work across systems and collaborate with multiple stakeholders.

Understanding of ecological or wrap around models of care.

Strong relational skills, including the ability to work effectively with families and whānau.

Ability to balance direct therapeutic work with coordination and systems leadership.

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.

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**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.

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**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**

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

**Performance Indicators**

*Feedback student survey*  
*Attendance statistics of counselling service*

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

## 2. STUDENT ORIENTATION

<b>Key Tasks</b>	<b>Performance Indicators</b>
Direct and indirect support to parents and students to ensure the smooth and successful integration of new students into Nga Tawa including: <ul style="list-style-type: none"> <li>- Speaking at new student orientation days;</li> </ul>	<i>Feedback from parent and student surveys</i>  <i>Feedback from Director of Wellbeing through appraisal process</i>

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- Providing information on preparing for boarding and dealing with homesickness;
  - Following up on students new to the school at all year levels;
  - Support Year 12 Dean with Big Sister Programme.
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### 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.
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### 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*

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## 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.	<i>Health and Safety procedures pertaining to student wellbeing and crisis management system in place</i>
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: .....