



## POSITION DESCRIPTION - 2021

Title: **Guidance Counsellor**  
 Reports to: The Principal and Senior Leadership Team  
 Main purpose: To manage the Counselling services at Carmel College

### OBJECTIVE 1: To be an effective Guidance Counsellor

Dimensions and Key Tasks	Performance Indicators Include
1. To uphold the Special Character of Carmel College	1. Is actively involved in the participation and promotion of Special Character activities
2. To provide effective leadership in the areas of guidance and counselling	1. Tasks identified in job description/performance goals are met in a timely, appropriate manner. 2. To lead and manage a team of Counsellors and other professionals who work in this space to provide appropriate support and positive outcomes for students. 3. Proactively leads and assists staff to identify students needing assistance. 4. Actively supports decisions made by the Principal or Senior Leadership Team. 5. Actively seeks opportunities to improve knowledge and skills. 6. Is a member of a professional organisation: Abides by a professional code of ethics and participates in external professional supervision. 7. Is part of the team who reviews the Traumatic Incident Response Plan to ensure it considers the wellbeing of students.
3. To provide effective guidance and counselling service for students	1. Students are aware of how they can access the counselling services. 2. Guidance and counselling for individuals and small groups is appropriate and sensitive. 3. Requests for guidance and/or counselling are responded to as quickly as possible. 4. Legal obligations are known and fulfilled. 5. Confidentiality is maintained in keeping with the NZ Association of Counsellors Code of Ethics. 6. Appropriate and professional records of counselling sessions are kept. 7. Counselling is in accord with the Special Character of the College.

4. To provide guidance and support for staff	<ol style="list-style-type: none"> <li>1. Staff are aware of systems to access counselling services</li> <li>2. Appropriate support is provided.</li> <li>3. Information and/or assistance for accessing appropriate advice and/or counselling when required is given.</li> </ol>
5. To communicate effectively with members of the school community	<ol style="list-style-type: none"> <li>1. Appropriate information is communicated to the Principal / DP Student Engagement and Learning through regular meetings and more frequently if necessary.</li> <li>2. Systems and protocols are explained to and understood by staff and students.</li> <li>3. Parents/caregivers are contacted and receive information as appropriate (see above: Confidentiality).</li> <li>4. Communication with members of the Pastoral Care Team on appropriate matters is maintained.</li> </ol>

### **OBJECTIVE 2: To be an effective member of the Pastoral Care Team**

Dimensions and Key Tasks	Performance Indicators Include
1. To assist members of the Pastoral Care Team (PCT) and Teachers	<ol style="list-style-type: none"> <li>1. Liaises with members of the Pastoral Care Team (PCT) and Teachers about students causing concerns.</li> <li>2. Attends 'Pastoral Care Team (PCT) meetings and other meetings as necessary</li> </ol>

### **OBJECTIVE 3: To assist in providing Wellbeing Support**

Dimensions and Key Tasks	Performance Indicators Include
1. To ensure that wellbeing issues within the school environment are addressed	<ol style="list-style-type: none"> <li>1. Liaises with Public Health Nurse / social workers and external agencies</li> <li>2. Arranges for student contact with external agencies as appropriate.</li> <li>3. Triage student referrals in line with tier 2 and communicates information with the PCT team.</li> <li>4. Monitors health status of specific students.</li> <li>5. Accesses appropriate services for students as required.</li> <li>6. Assists students to access appropriate services as required.</li> <li>7. Plans and facilitate sessions on aspects of wellbeing to support wellbeing days / initiatives within the school.</li> <li>8. Plan intervention programmes for students in consultation with DP Student engagement and learning and the PCT team.</li> <li>9. Ensure interventions are implemented and evaluated.</li> </ol>

### **OBJECTIVE 4: To manage resources effectively**

Dimensions and Key Tasks	Performance Indicators Include
1. To administer the resources and	<ol style="list-style-type: none"> <li>1. Allocated budget is managed to produce desired outcomes.</li> <li>2. Resources are up-to-date and well maintained.</li> </ol>

finance of the Guidance Department	3. An up-to-date inventory of all resources is maintained.
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