



Job Description

Position:	Guidance Counsellor Part-time, Permanent, term time only
Responsible to:	Principal
Reports to:	Deputy Principal - Wellbeing and Engagement Director of Boarding
Functional relationships with:	Deans Chaplain Deputy Principal – Wellbeing and Engagement Deputy Principal - Teaching and Learning School Nurse School Doctor All staff and students Parents/ caregivers External agencies School Counsellors Network
Hours of Work:	15 hours per week, days negotiable, term time only
Police Vetting Check:	Please note that in accordance with the Education Act 1989 the successful applicant will be required to undergo a police vetting check.
Qualifications:	A relevant tertiary qualification is essential Current practising certificate Proven previous experience in a similar position is ideal but not essential Experience and a passion for student welfare and pastoral care 'Clean' New Zealand driving licence

Primary Objectives

- work with the Principal, Board of Trustees, College Council and all staff in the best interests of the school and in ensuring the preservation of the 'Special Character' as outlined in the integration agreement
- work within the NZAC Code of Ethics and maintain professional supervision
- work effectively to ensure good communication and quality care for students and staff
- work with the Senior Leadership Team, Chaplain, Director of Boarding and Deans to develop and maintain an effective pastoral care system to meet the needs of the Iona College Community
- develop a culture of respect through staff and student development and training
- is familiar with and guided by the school's policies and procedures

Key Tasks:

School Counselling

Expected Outcomes

1. Provide counselling for students and staff.	<ul style="list-style-type: none">All students and staff have access to counselling services as required.
2. Liaise, support and work collaboratively with all staff in their teaching and guidance roles, to create conditions for all students to reach their potential.	<ul style="list-style-type: none">Students reach their potential.
3. Work holistically to support the cognitive, emotional, relational, spiritual, physical and cultural needs of students.	<ul style="list-style-type: none">Students are supported holistically.
4. Assist students to understand and take responsibility for their mental and physical health and emotional development.	<ul style="list-style-type: none">Students are aware of their mental, emotional and physical health.
5. Support an inclusive environment, free from harassment and bullying.	<ul style="list-style-type: none">Environment is inclusive and free from harassment and bullying.
6. Help identify and support at-risk students.	<ul style="list-style-type: none">At-risk students are supported.
7. Utilise, with key pastoral staff, Restorative Justice practices and the Method of Shared Concern approach to resolving relational conflict.	<ul style="list-style-type: none">Relationship conflicts are resolved.
8. Liaise with and refer to external agencies such as CAFS, Directions, Geneva where an assessment indicates a need for this.	<ul style="list-style-type: none">Referrals are processed.
9. Professional counselling services include: provision of short-term therapy, problem solving, mediation, skills development, group counselling and crisis intervention.	<ul style="list-style-type: none">All professional services are available and used to suit the circumstances.

Administration

Expected outcomes

1. Maintain client confidentiality except when there are legal or safety concerns. These will be immediately reported to the Principal.	<ul style="list-style-type: none">Confidentiality is kept.
2. Keep all written client records in a secure place.	<ul style="list-style-type: none">Records are secure.
3. To prepare mid and end of year reports for the Board of Trustees and College Council, via the Principal, and copied to the Deputy Principal - Wellbeing and Engagement, and Director of Boarding.	<ul style="list-style-type: none">Reports are completed on time.
4. Utilise current ICT (Edge, Google, Schoology) within the school to ensure clear communication, accurate record-keeping and effective collaboration with staff.	<ul style="list-style-type: none">ICT is used effectively.
5. Regularly meet with key pastoral staff.	<ul style="list-style-type: none">Regular meetings are held and minutes taken.

Program Development

Expected Outcomes

1. As requested, provide workshops and training for staff, students and parents (e.g. conflict resolution, questioning and listening skills).	<ul style="list-style-type: none">• School Community works cohesively to ensure workshops promote a safe and effective learning environment.
2. Organise an appointment schedule that allows for self-referral and referral from others that is appropriate for both students and their teachers.	<ul style="list-style-type: none">• Students and staff feel comfortable with self-referral and the referral process.
3. Work with the school's commitment to the Treaty of Waitangi to provide a safe learning environment for Maori students.	<ul style="list-style-type: none">• Promote a culturally safe environment for Maori students school-wide.• Provide a culturally safe counselling service for Maori students to optimise wellbeing and learning opportunities.
4. Provide a culturally safe environment and counselling service for students of all cultural backgrounds.	<ul style="list-style-type: none">• Students of all cultures feel supported and learn in a culturally safe environment.• Any barriers to learning and overall wellbeing are effectively addressed.

Personal and Professional Development

Expected Outcomes

1. Complete staff performance appraisal annually as per College policy and practice.	<ul style="list-style-type: none">• Annual appraisal completed with Deputy Principal – Wellbeing and Engagement• Personal and professional development needs are identified and actioned, in conduction with and approval from the Deputy Principal – Wellbeing and Engagement.
2. Maintain on-going professional development.	<ul style="list-style-type: none">• Attend professional development events and opportunities to ensure best practice counselling initiatives are being used.
3. Be involved in and support various community and Special Character events throughout the year.	<ul style="list-style-type: none">• Attend Special Character events.

This job description gives the guidelines to the position of Guidance Counsellor however from time to time the Guidance Counsellor may be required to undertake other duties at the Deputy Principal – Wellbeing and Engagement or the Principal's discretion according to the needs of the students at Iona College.