



PAPANUI HIGH SCHOOL

JOB DESCRIPTION

Papanui High School is strongly committed to the wellbeing and care of all students, and members of the school community. The Head of Guidance Counselling and Student Support Services holds a key role working across all areas to ensure that the holistic needs of students are met (emotional, psychological, social, learning, health) and in liaising within the school and externally with those who address and support these needs, and ensuring that they are coordinated. At all times the ethics, ethos and professional practices of counselling will underpin this position.

A. TITLE: HEAD OF GUIDANCE COUNSELLING AND STUDENT SUPPORT SERVICES (3MU'S & 1MMA)

Responsible to: Principal and Associate Principal

Relating and Communicating with: SENIOR MANAGEMENT, DEANS, COUNSELLORS, CAREERS ADVISERS, HOD HEALTH, HOD's, FORM TEACHERS, PARENTS, STUDENTS, AGENCIES

B. PRIMARY OBJECTIVES:

1. To assess the needs of students and ensure they are met
2. To work closely with the Pastoral Care teams within the school to support the alignment of Pastoral Care and Guidance
3. To manage, develop and evaluate the Student Support Centre and its processes and services, and to lead the counselling team
4. To liaise with, or make referrals to, or coordinate the work of outside agencies to ensure students' needs are met, and that appropriate processes occur.
5. To work as part of the team to support the year 9 intake and transition process
6. To assist in the monitoring of student attendance and the processes that support this
7. To support deans, and wider school staff, in the maintenance, development and monitoring of student and staff wellbeing
8. To develop, and maintain, specialised support or management plans for students with more extreme needs
9. To support and promote the services available to Papanui High School

C. KEY TASKS AND EXPECTED RESULTS:

1. ASSESSING THE NEEDS OF STUDENTS

	TASKS	RESULTS
1	To promote and support a safe environment (in every sense) for the whole school community	A safe environment will be promoted
2	Ensure that students' holistic needs are assessed at point of entry to the school and continuously	Students needs will be assessed appropriately, and both in school and beyond school responses put in place
3	Coordinate and liaise both within school and beyond school to ensure appropriate people are informed	Coordination and liaison with all stakeholders will occur and be ongoing
4	Ensure that appropriate interventions are put in place to meet student needs, within or beyond the school	Interventions will be planned, and where appropriate documented
5	As appropriate, assist in the monitoring and review of interventions	Ongoing review and reflection will occur
6	Provide advice to school staff or parents of possible appropriate or wider interventions that may occur to meet student needs	A range of appropriate interventions will be known and sound advice will be given
7	When appropriate, act as an advocate for students, staff or parents relating to their needs	Advocacy will occur
8	Ensure that caregivers' expectations and aspirations for their children are appropriately heard and managed	Working collaboratively, these will be heard, managed and promoted appropriately
9	Ensure that students' diversity (racial, religious, social, cultural, abilities, gender) is valued, promoted and supported	Diversity in all its forms will be promoted and valued
10	Work as part of the wider team to ensure student records and the student management database are accurate and up to date	Student records and management systems will be up to date

2. WORKING WITH THE PASTORAL CARE TEAM

	TASKS	RESULTS
1	Annually coordinate times for each pastoral care team to liaise weekly	Weekly liaison times will be set
2	Co-ordinate each year level weekly liaison meeting, and the recording of minutes	Weekly liaison meetings will be attended by a counsellor and minuted
3	Provide advice and guidance at these meetings, and to members of the pastoral care teams, to ensure needs are met	Appropriate advice and guidance will be provided

4	As appropriate, support deans in meetings with students, caregivers, or wider agencies	Cooperative and collegial working will occur
5	Act as a consultant to deans and wider school staff, and provide training as appropriate	Sound advice, and training as required, will be given
6	Ensure that referrals from pastoral caregivers are passed on to school counsellors and that they are briefed	Referral processes and briefing of counsellors will occur
7	Attend whole Pastoral Care Team meetings	Support the Head of Pastoral Care and deans as required
8	When appropriate, ensure that any issues raised within team meetings or by Pastoral Care team members are appropriately referred on and/or addressed	Issues will be appropriately addressed
9	Support the consultative, collaborative and collegial practices within the guidance, pastoral, and wider school teams	An environment of consultation, collaboration and collegiality will be modelled and promoted

3. LEAD AND MANAGE THE STUDENT SUPPORT CENTRE AND TEAM

	TASKS	RESULTS
1	Provide management and leadership of the counselling and wider Student Support team	The Student Support team will be managed and lead
2	Ensure the operational processes used in the Student Support Centre run smoothly, and remain fit for purpose	Review and reflection about processes will occur, and if appropriate changes made
3	Ensure that counsellors within the team work to ethical standards, and to protocols within the Centre and the school	Ethical standards, professional practice and school or Centre protocols will be monitored and adhered to
4	Ensure the referral processes for counselling from staff, caregivers and students are robust to maintain the safety and wellbeing of students	Counselling will be promoted and provided for students based on robust referral processes
5	Provide counselling to students, or emergency mental health assessments or support	Sound counselling and assessment practices will be provided
6	Manage the Student Support budget	
7	Oversee the workload, and work practices of all Student Support Centre team members (counsellors and receptionist)	The workloads and work practices of all team members will be known and monitored, and adjusted as appropriate
8	Ensure that consultative, collaborative and collegial practices are promoted in the Student Support Centre team	Consultative, collaborative and collegial practices will be seen as best practice
9	Ensure that the work of the Student Support team is aligned with wider school goals and values, and the school's Strategic Plan	Wider school goals and values, and the school's Strategic Plan will be part of the Student Support teams work and practices

10	Promote available Student Support Centre services to students and the wider community	Available services will be actively promoted
11	Liaise with HOD Health as appropriate	Collegial practices will be ongoing

4. REFERRALS/ LIAISON/COORDINATION WITH EXTERNAL AGENCIES

	TASKS	RESULTS
1	Complete (or oversee the completion of) referrals to Southern Regional Health School, mental health services, Oranga Tamariki or other external support agencies	Referrals will be made appropriately in a timely manner
2	Function as school contact person and liaise with external agencies involved with students, especially RTLB	Contact will be ongoing and relationships built
3	Ensure information is passed on appropriately to these agencies, and also to appropriate staff members within the school	Information will be passed on appropriately within and beyond the school
4	Ensure that school and external agency information is shared appropriately in terms of both privacy and individuals rights	Privacy and individuals rights will underpin practice, and where appropriate confidentiality will be maintained
5	Coordinate necessary discussions or meetings relating to external agencies' work	Meetings will be planned and coordinated
6	Attend external meetings as the school representative	
7	Ensure that consultative, collaborative and collegial practices are promoted between external agencies and school personnel, and with school staff	Consultative, collaborative , collegial processes and practice will be promoted and supported

5. STUDENT ATTENDANCE

	TASKS	RESULTS
1	Be part of the team in making attendance a focus issue for pastoral care team members	Attendance issues will be addressed by deans and form teachers
2	Where appropriate assist in meetings with parents and deans relating to attendance	Sound advice will be given, and students' attendance will be promoted
3	Be a member of the school's ROCKON group	Attend regular ROCKON meetings

6. SUPPORTING DEANS AND STAFF RE: STUDENT WELLBEING

	TASKS	RESULTS
1	Students wellbeing and mental health will be actively promoted	Working with other school personnel, wellbeing and mental health will be promoted
2	Function as a consultant relating to students' wellbeing and mental health in particular	Sound advice will be provided
3	Deans in particular will be supported to understand issues relating to mental health as they affect students	Deans knowledge will be extended

7. SPECIALISED SUPPORT AND MANAGEMENT PLANS

	TASKS	RESULTS
1	Work as part of a wider team to establish plans to support and manage students who may have more extensive or significant or extreme needs	Students with needs of this support will be managed and supported by the appropriate staff
2	Consult appropriately within and beyond the school to ensure plans are appropriate	Collaborative and appropriate plans will be made
3	Ensure these plans are shared with the wider team and appropriate staff	Necessary staff will be briefed
4	Ensure the plans are reviewed continuously, and in a timely manner	Plans will be up to date and constantly reviewed
5	As appropriate, casemanage students who are on a specialist plan	These students will be overseen and supported
6	Establish relationships with caregivers to support the management plans	Caregivers will be worked with and involved in planning
7	Work closely and appropriately with identified school staff (including teacher aides) to ensure the sound implementation and application of plans	Sound application of plans will occur as a result of appropriate establishing relationships and collaborative processes
8	Working with senior leaders, guide the implementation of the school's Traumatic Incident Plan when it is needed	As needed the Traumatic Incident Plan will be implemented and reviewed

D. LIMITS OF AUTHORITY

The principal has ultimate authority over the work of the Head of Guidance Counselling and Student Support Services in line with the Charter and BOT policies.