

**JOB DESCRIPTION**

# POSITION:

**RESPONSIBLE TO:**

**GUIDANCE COUNSELLOR**

The Principal

Head of Guidance

# FUNCTIONAL RELATIONSHIPS WITH:

**FUNCTION:**

**PRIMARY OBJECTIVE:**

Head of Guidance Principal

Deputy Principal Assistant Principals

Other counsellors/intern counsellors Deans - year levels

Careers / Transition Teacher Learning Support Co-ordinator Form teachers and subject teachers Acland Hostel Manager

Support staff - CGHS & Acland External Agencies Parents/Caregivers/Whanau

To assist in promoting a positive and caring climate which will enhance the personal, academic, social and vocational development of the school community.

To provide confidential, comprehensive and readily available counselling services for students, parents and staff as appropriate.

# KEY TASKS:

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| **CRITERIA** | **KEY TASKS** | **OUTCOMES** |
| **Counselling and Supervision** | * Counsel individual and small groups * Counsel staff regarding students as appropriate. Staff referrals made to   appropriate external agencies for ongoing staff support.   * Regular meetings with guidance staff, to discuss case and workload,   and ensure that a manageable and safe workload is being maintained in the department   * Attend to parents' concerns and/or queries relating to their daughters'   needs | * Students feel they have been listened to and received worthwhile guidance and care * Staff feel supported * Students' needs are monitored, work issues are addressed, and   student and staff safety concerns are assessed and followed up   * Parents' concerns are heard and where possible parent and child   difficulties are resolved and their  relationship addressed |

* Provision of clinical supervision of counseling peers, in consultation

with the Principal

* Provision of administrative and clinical supervision of counseling trainees, as resources permit, and in consultation with the Principal
* Clinical supervision requirements of NZAC are met
* Opportunities for supervising counseling trainees are offered.

# Liaison - External and Internal

* + Provision of extra support and guidance during times of crisis
* Regular meetings:
  + of the Student Support Network (x 2 a term)
  + with the DP/APs and Deans of appropriate year level groups and SLT (pastoral)
* Attend parent-teacher evenings

Consult regularly with the Co- ordinator of Learning Support, and attend IEPs where possible

* Consult regularly with Careers/Transition staff
* Regular meetings and communication with both national

and local school guidance counselor networks

* Liaise with outside agencies and make referrals as appropriate to

groups such as GSE, YSS, Child, Youth and Family, Family Mental Health, RTLB Team, Alternative Education Consortium, psychologists, social workers and a variety of counseling /health agencies

* Visit students' homes where necessary
* With the Year 9 Dean visit contributing schools to build up

profiles of incoming Y9 students

* + Organize school transition visits
  + Assist with Entrance Testing
  + Organize catch up testing
  + Assist with Year 9 Induction

Days

* Keep staff informed about personal needs of students within the

boundaries of confidentiality

* All members of the school community are supported in **extreme situations**
* Issues affecting students' and staff well-being and performance are.

communicated to the appropriate personnel and plans to address concerns are made

* Parent concerns are addressed
* Pastoral needs of Learning Support students are identified and followed up
* Vocational needs of students are identified and followed up
* Keep up-to-date with local and national initiatives
* The best possible solutions are found for students' concerns
* The best possible solutions are found for students' concerns
* Information on incoming Y9 students **is as** comprehensive as

possible to facilitate appropriate class placement

* Staff treat students appropriately and assist Guidance Counsellor

as indicated

* Accurate and appropriate documentation is provided for all

students who leave school

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| **Professional** | * Assist with training courses for staff and /or students as necessary * Attend courses and training relevant to the position of a school   guidance counsellor, to include the National School Guidance Counsellor conference, YSS meetings, and those from other providers   * Participate fortnightly in a system of personal supervision | * Staff and students' capacities to carry out their respective tasks are enhanced * Parents are kept informed about relevant issues, and have the opportunity to form support   networks   * Keep up to date with trends and developments related to   counseling   * Professional support and guidance is received through   which counseling skills are enhanced   * Staff, students and families are familiar with guidance staff and   their roles |
| **Health and Wellbeing** | * Assist AP Pastoral in ensuring effective pastoral systems are in   place to best meet students' needs   * Develop wellbeing initiatives to promote positive mental health and   wellbeing to support the CGHS community   * + Youth Wellbeing Committee   + Staff Wellbeing Champions   + Bullying Prevention   + Mental Health Awareness   + Promoting positive relationships | • |