

Role Description: School Guidance Counsellor

"Show me your ways, Lord, teach me your paths" Psalm 25:4



Mission Statement:	With Catholic faith as our compass, celebrated in the Eucharistic community of Sancta Maria College, we will nurture confident, compassionate, and connected life-long learners. We will be inspired to make a positive difference to a future global community and to the wider Catholic Church to which we belong.
Purpose:	To facilitate growth and learning by giving support and guidance and managing resources in line with the general goals of the College Charter.
Responsible to:	HOD Guidance & Counselling Senior Leader for Pastoral Care and Wellbeing The Principal
Functional Relationship with:	The Pastoral Care Team Department staff All Staff and Students Parents Professional body, the NZAC (New Zealand Association of Counsellors) External Agencies School Counsellors Network
Position:	School Guidance Counsellor

Key Responsibilities

- To support the Special Catholic Character of Sancta Maria College.
- To provide counselling opportunities to students and their families/whanau as required, working within the NZAC Code of Ethics with awareness of, and respect for social, economic, cultural and gender differences.
- To work with the HOD Guidance & Counselling, the Pastoral Team, the Principal and Senior Leadership Team to ensure that the pastoral care systems meet the needs of the school.
- To liaise, support and work collaboratively with all staff in their guidance and teaching roles to create conditions in which students can reach their potential.

- To network within and outside the school to ensure that individuals are assisted to find appropriate information and help for themselves.
- To help in the early identification of students at risk.
- To work holistically to address the cognitive, emotional, social, spiritual, physical and cultural needs of students and help to create a safe and inclusive environment in the school, free of intolerance, harassment and bullying.
- To reach and maintain a level of training and ethical practice that qualifies for continuous full membership of the New Zealand Association of Counsellors (NZAC) or parallel professional body.

KEY TASKS	PERFORMANCE INDICATORS
<p>1. To provide a confidential counselling/ guidance service for students and parents/carers/whanau regarding cognitive, emotional, social, spiritual, physical and cultural matters.</p>	<ul style="list-style-type: none"> ● Counsels according to need. ● Raises the awareness in the school community of counselling services offered. This could include class visits, information in school newsletters, use of notice boards etc. ● Organises an appointment system that allows for both self-referral and referral from others that is appropriate for both students and their teachers. ● Maintains client safety by providing a confidential and safe counselling environment unless safety of client/others is compromised.
<p>2. To provide or assist in the development of student support services within the school.</p>	<ul style="list-style-type: none"> ● Liaises closely and works collegially with HOD Guidance & Counselling and fellow counsellor/s about all matters pertaining to the role of School Guidance Counsellor. ● Helps to identify student need and levels of risk. ● Helps identify and remove barriers to student learning and fosters academic achievement as required (this could include classroom group work, assessment of needs, and coordination of social programmes). ● Is proactive in helping students' orientation when entering school, and at other transition periods e.g. Peer Support Programme. ● Initiates and facilitates (or refers to) support groups or group counselling on relevant topics as required. ● Liaises between school and home, and networks with families as required. ● Is available to participate in crisis intervention as required. Shares appropriate information with relevant personnel as required.

	<ul style="list-style-type: none"> Generates support from staff for students with needs. Gives support to students as required in non-counselling activities such as advocacy and mediation.
3. To fulfil the administrative functions of the Guidance Counsellor	<ul style="list-style-type: none"> Keeps and updates relevant data on an approved digital system, including individual records of interviews, needs and action, while maintaining confidentiality. Is familiar with and is guided by the school's policies and procedures. Submits a report to HOD Guidance & Counselling each term, that includes a statistical breakdown of numbers counselled, including gender, year level, ethnicity, and issues. Interrogates the data to track and understand trends within the College and how they compare with other schools, and nationwide. Requests updates on KAMAR as appropriate.
4. To be an active member of the Pastoral Team	<ul style="list-style-type: none"> Contributes information where appropriate and assistance on pastoral matters as required to staff and others, in both formal and informal meetings. Attends regular Pastoral/Deans meetings as appropriate. Communicates in a timely fashion with the Principal and the families of students in crisis or serious at-risk situations.
5. To assist in promoting equity within the school	<ul style="list-style-type: none"> Provides culturally appropriate support for minority groups. Fosters inclusiveness. Provides support for all students and staff including advising others of appropriate referrals outside school. Observes and upholds the principles of the Treaty of Waitangi.
6. To be supportive of staff in their guidance and teaching roles	<ul style="list-style-type: none"> Acts as a resource person for staff who are presenting pastoral care programmes such as health, or in guidance roles in the school, such as homeroom teacher. Is involved in conferencing with teachers to develop appropriate strategies to meet the needs of students. Provides professional development for staff — eg. conflict resolution, restorative justice training, understanding adolescent or childhood development and healthy family and school functioning.
7. To actively network with external agencies	<ul style="list-style-type: none"> Is involved as appropriate with local community groups and agencies that are involved with our school community. Uses approved agencies and resources for referral of students as appropriate.

	<ul style="list-style-type: none"> • Maintains up-to-date knowledge of these services and resources • Maintains contact with local and Catholic School Counsellor Networks.
8. To keep up to date professionally	<ul style="list-style-type: none"> • Attends regular professional supervision from an NZAC-approved supervisor as arranged with the College. • Completes the required professional development needed to maintain annual re-certification by the NZAC. • Satisfies the ethical requirements of NZAC including responding to complaints and completing the complaints process to remain or regain membership. • Becomes familiar with the strategic direction of the College. Completes staff performance appraisal annually as per college policy and practice.
9. To assist in maintaining the Special Catholic Character of the School.	<ul style="list-style-type: none"> • Supports the Charism of Sancta Maria College. • Encourages awareness of the focus Goals for any year. Provides opportunities where possible for student personal growth and individual decision making. • Is involved in the Sancta Maria College community through school masses, retreats, and other Special Character functions as appropriate. • Has an awareness and appreciation for the wider Catholic position on key pastoral issues. Consultation with the HOD Guidance & Counselling is necessary.

NB: For a Tagged position, the person appointed must be willing and able to take part in the religious instruction appropriate to the Special Character of the College.

Limitations of Authority

Changes in procedures, routines and duties must be done in consultation and receive prior approval from the Principal.

Role Description:	Guidance Counsellor
Reviewed: March 2021	
	Louise, Moore, Principal
.....	
Louise Moore
Principal	Date