

## Position Description: School Guidance Counsellor



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

<b>Vision Statement:</b>	Learning excellence, centred on our Catholic faith, personal growth, service to others and strong academic success.
<b>Purpose:</b>	To foster personal growth and learning through the provision of high-quality, ethical guidance and counselling support and the goals contained in the College Charter.
<b>Responsible to:</b>	The Principal Deputy Principal (Pastoral Care and Wellbeing): Day-to-Day Basis
<b>Functional Relationship with:</b>	Guidance Counselling Staff The Pastoral Care Team The Special Character Team Staff and Students Parents/Whānau /Families/Caregivers The New Zealand Association of Counsellors, Registered Professional Supervisor External Agencies, Community Groups including iwi/hapu School Guidance Counsellor Networks (Catholic; Sector; Community)
<b>Position:</b>	School Guidance Counsellor

### Key Responsibilities

- To support the Special Catholic Character of Sancta Maria College.
- To provide a professional and confidential counselling service to all students and where appropriate to parents/whānau/families/caregivers in the school community as necessary, while bound and respected by the NZAC Code of Ethics.
- To maintain a professional relationship with the Principal who is also the Spiritual Leader of the School.
- To be a member of the Guidance Counsellor Team and work with the Deputy Principal of Pastoral Care and Wellbeing on a day-to-day basis.
- There is a functional relationship working with the wider Pastoral Care and Wellbeing Team (Deans, Special Character Personnel, the School Nurse, Homeroom Teachers, and staff to ensure that the high-quality pastoral care and wellbeing needs of students are being met.
- To liaise, support and work collaboratively with all staff in the sharing of expertise in their guidance and teaching roles to enable students to reach their full potential.
- To work with outside agencies and community groups, including iwi/hapu, social services and health sector organisations to address specific issues and ensure that help is on-going and appropriate.
- To help in the early identification of students who may be at-risk.
- To work holistically to ensure 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) where the opportunity to learn about and develop best practices in school counselling and keep current with latest research and happenings in the counselling profession occurs.

KEY TASKS	PERFORMANCE INDICATORS
<p>1. To provide confidential counselling/ guidance opportunities to students, staff and parents /caregivers / whānau / families as required.</p>	<ul style="list-style-type: none"> <li>• Provides a safe and confidential environment to carry out counselling, according to need.</li> <li>• Works within the NZAC Code of Ethics</li> <li>• Raises the awareness in the school community of counselling services offered, e.g. - Could include class visits, information in school newsletters, use of school website and other school digital/social media, notice boards etc.</li> <li>• Organises an appointment system that allows for both self-referral and referral from others (staff, families/whānau, students and outside agencies).</li> <li>• As appropriate, meets with students and their families/whānau, teachers and other students.</li> <li>• Provides specialist advice to the School's Crisis Intervention Team, as required.</li> </ul>
<p>2. To provide or assist in the development of student support services within the school.</p>	<ul style="list-style-type: none"> <li>• Liaises closely and works collegially with fellow Guidance Counsellor/s about all matters pertaining to the role of School Guidance Counsellor.</li> <li>• Helps to identify student needs and levels of risk.</li> <li>• 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 any social programmes).</li> <li>• Is proactive in helping students' orientation when entering school, and at other transition periods, e.g.- Peer Support Programme.</li> <li>• Initiates and facilitates (or refers to) support groups or group counselling on relevant topics as required.</li> <li>• Liaises between school and home, and networks with families as required.</li> <li>• Is a team member of the School Crisis Intervention Team and is available to participate as required and shares appropriate relevant information with others as necessary.</li> <li>• Generates support from staff for students with needs. Gives support to students as required in non-counselling activities such as advocacy and mediation.</li> </ul>
<p>3. To fulfil the administrative functions of the Guidance Counsellor.</p>	<ul style="list-style-type: none"> <li>• Keeps and updates relevant data on an approved digital system, including individual records of interviews, needs and action, while maintaining confidentiality.</li> <li>• Is familiar with and is guided by the school's policies and procedures.</li> </ul>

	<ul style="list-style-type: none"> <li>• Submits a report to the Deputy Principal for Pastoral Care and Wellbeing and Principal each term, that includes a statistical breakdown of numbers counselled, including gender, year level, ethnicity, and issues.</li> <li>• Interrogates the data to track and understand trends within the College and how they may compare with other schools, and nationwide. Requests updates on KAMAR as appropriate.</li> </ul>
4. To be an active member of the Pastoral Care and Wellbeing Team.	<ul style="list-style-type: none"> <li>• Contributes information where appropriate and assistance on pastoral matters as required to staff and others, in both formal and informal meetings.</li> <li>• Attends regular Pastoral Care Team/Deans meetings as appropriate.</li> <li>• Communicates in a timely fashion with the Principal, Deputy Principal Pastoral Care and Wellbeing and the families of students in crisis or serious at-risk situations.</li> </ul>
5. To assist in promoting equity within the school.	<ul style="list-style-type: none"> <li>• Provides culturally appropriate support for any minority groups.</li> <li>• Fosters inclusiveness.</li> <li>• Provides support for all students and staff including advising others of appropriate referrals outside school.</li> <li>• Observes and upholds the principles of the Te Tiriti of Waitangi.</li> </ul>
6. To be supportive of staff in their guidance and teaching roles.	<ul style="list-style-type: none"> <li>• 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 or Dean.</li> <li>• Is involved in conferencing with teachers to develop appropriate strategies to meet the needs of students. Provides professional development for staff e.g., - conflict resolution, restorative justice training, understanding adolescent or childhood development and healthy family and school functioning.</li> </ul>
7. To actively network with external agencies.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Maintains up-to-date knowledge of these services and resources Maintains contact with local and Catholic School Counsellor Networks.</li> </ul>
8. To keep up-to-date professionally.	<ul style="list-style-type: none"> <li>• Maintains regular professional supervision from an NZAC-approved supervisor as arranged with the College.</li> <li>• Completes the required professional development needed to maintain annual re-certification by the NZAC.</li> </ul>

	<ul style="list-style-type: none"> <li>• Satisfies the ethical requirements of NZAC including responding to complaints and completing the complaints process to remain or regain membership.</li> <li>• Becomes familiar with the strategic direction of the College. Completes staff performance appraisal annually as per college policy and practice.</li> </ul>
<p>9. To assist in maintaining the Special Catholic Character of the School.</p>	<ul style="list-style-type: none"> <li>• Supports the Special Catholic Character nature of Sancta Maria College.</li> <li>• Encourages awareness of the focus Goals for any year. Provides opportunities where possible for student personal growth and individual decision-making.</li> <li>• Is involved in the Sancta Maria College community through school masses, retreats, and other Special Catholic Character opportunities, activities, and functions as appropriate.</li> <li>• Has an awareness and appreciation for the wider Catholic position on key pastoral issues.</li> </ul>

**Limitations of Authority**

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

<b>Role Description:     School Guidance Counsellor</b>	
<b>Reviewed:</b> November 2022	Louise Moore, Principal
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