



Role Description

Title:	Guidance Counsellor	Location:	Toowoomba
Reports to:	Principal	Classification:	Guidance Counsellor
Schools:	Good Samaritan College	Tenure:	Full time, Fixed term

1.0 Purpose

To work collaboratively with school communities to promote and foster the achievement, participation, development, mental health, and wellbeing of all students, through the provision of a counselling service that enables student learning and quality teaching.

The support provided by the role holder will be guided by:

- Jesus Christ and his teachings as understood and passed on by the Catholic Church
- other Catholic Church teachings, principles, and values
- relevant legislation, government requirements, and best practice
- the TCS Strategic Plan, mission, vision, policies, frameworks, procedures, and guidelines and the school's strategic plan.

2.0 Experience and qualifications

Essential

- current '**working with children check**' positive notice Blue card issued by the Department of Justice and Attorney-General, or eligibility to obtain one prior to commencement
- relevant tertiary qualification in psychology or guidance counselling;
- demonstrated experience in a similar role;
- effective relationship building and influencing skills;
- advanced interpersonal and communication skills;
- proven and effective leadership skills;
- empathy with the values and ethos of the Catholic faith

Desirable

- minimum of 5 years' experience in a similar role

3.0 Key result areas

- 3.1 contribute to and promote the development, alignment, attainment, and review of the mission and strategic goals for the Diocese of Toowoomba Catholic Schools.
- 3.2 facilitate proactive and preventative practices and initiatives that promote social, emotional, and educational development and the mental health and wellbeing of all students in partnership with school communities.
- 3.3 manage counselling and consulting services for students (with personal, social, emotional, vocational, and educational needs) with a focus on prevention, intervention, and student learning.
- 3.4 provide psycho-educational and other assessments.
- 3.5 ensure Toowoomba Catholic Schools policy and procedures for student protection, educating students with disabilities, behaviour support, the containment of critical incidents, and mandatory record keeping are implemented.



- 3.6 maintain standards of practice that are consistent with registration boards and membership of professional associations.
- 3.7 complete other duties that are directed as needs change or grow if the duties are consistent with the purpose of this position and any relevant legal and/or industrial obligations.

4.0 Statement of responsibility

- 4.1 the role holder performs the role cognisant of and in harmony with the vision, mission, and values of the Diocese of Toowoomba Catholic Schools.
- 4.2 the Guidance Counsellor role operates in accordance with the principles espoused in the Toowoomba Catholic Education documents, Voices, Statement of Principles, and best practice guidelines for provision of school counselling services.
- 4.3 the Guidance Counsellor endeavours to understand and attempts to be responsive to the diverse needs of the contemporary Catholic school, which is an increasingly complex community of teachers and learners. This response occurs in partnership with members of the school community as an integral part of the educational endeavours of that community.
- 4.4 the Guidance Counsellor is sensitive to and encourages sensitivity to the developmental needs of students and professional learning of staff. The role holder requires an awareness of the unique character of each school and the range and depth of resources available in any one school.
- 4.5 the Guidance Counsellor role has a focus on fostering the development and mental health of all students, including those considered at-risk and those with special needs. This focus is achieved by applying school and counselling skills through direct and indirect processes and systemic and individual interventions - thus contributing to equitable educational access, participation, and outcomes for all students.
- 4.6 the Guidance Counsellor is a certified professional who works in partnership with the school by contributing specialised knowledge and skills in a collaborative, collegial manner.
- 4.7 the Guidance Counsellor informs and renews his/her practice by continuing professional learning and research on best practices.
- 4.8 the incumbent performs the role cognisant of and in harmony with the vision and mission of TCS.
- 4.9 the incumbent will work cooperatively with other key stakeholders both within TCS and external agencies to ensure that services are delivered in a planned, coordinated, and strategic manner.
- 4.10 the role holder will engage in performance reviews in accordance with TCS policy and procedure.
- 4.11 while at work the role holder must
 - take reasonable care for his or her own health and safety
 - take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons
 - comply, so far as the role holder is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with the Work Health and Safety Act
 - cooperate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.



5.0 Authority limits

Full authority is delegated from the Executive Director. Authority to commit funds is restricted to approved budget items. The ceiling on individual purchases is nil.

6.0 Reporting and other relationships

The Guidance Counsellor reports to the School Principal. Other significant relationships exist with members of the Toowoomba Catholic Schools Office.



Duties Statement Guidance Counsellor

3.1 contribute to and promote the development, alignment, attainment, and review of the mission and strategic goals for the Diocese of Toowoomba Catholic Schools.

- 3.1.1 contribute to planning and meetings that support students and school initiatives as appropriate.
- 3.1.2 participate fully in annual goal setting and monitoring and review of performance in accordance with the Principal.
- 3.1.3 progress the school priorities as appropriate to the position.
- 3.1.4 participate in staff professional learning days and celebrations as appropriate.

3.2 facilitate proactive and preventative practices and initiatives that promote social, emotional, and educational development and the mental health and wellbeing of students in partnership with school communities.

- 3.2.1 collaborate with school staff and others in the identification and development of proactive activities for all students addressing the content areas of academic development and knowledge of self and others.
- 3.2.2 develop and/or provide early intervention activities that address the emerging needs of at-risk students to reduce the likelihood of long-term negative outcomes for these students.
- 3.2.3 employ collaborative, consultative approaches with school communities and other support staff to develop relevant policies, programs, and structures.
- 3.2.4 contribute to the professional learning of school staff.
- 3.2.5 collaborate with school staff and others to provide opportunities for parent education.

3.3 manage counselling and consulting services for students (with personal, social, emotional, vocational, and educational needs) with a focus on prevention, intervention, and student learning.

- 3.3.1 provide appropriate counselling support for students.
- 3.3.2 assess and identify the level of need of students in crisis and provide appropriate interventions.
- 3.3.3 liaise with, refer to, and work collaboratively with other agencies and professionals.
- 3.3.4 develop and collaboratively implement behaviour support and intervention plans.
- 3.3.5 work collaboratively as part of a team in responding to and containing critical incidents affecting school communities.
- 3.3.6 manage processes to meet individual student needs and respond to referrals.
- 3.3.7 participate in interventions to assist students at points of transition.



- 3.3.8 act as an advocate for students.
- 3.3.9 consult with, refer to, and work collaboratively with school staff.
- 3.3.10 consult and work collaboratively with parents/carers to further the wellbeing of students.
- 3.3.11 report to the Principal and other line managers as designated by the Principal.

3.4 provide psycho-educational and other assessments

- 3.4.1 determine the appropriate assessment for students in the educational context.
- 3.4.2 conduct assessments as part of the school's process of providing effective intervention for students to enhance positive student outcomes.
- 3.4.3 conduct appropriate assessments across a range of domains.
- 3.4.4 use a range of types of assessments.
- 3.4.5 produce timely reports that are of an appropriate professional and ethical standard.
- 3.4.6 assist in the interpretation of reports from other professionals.
- 3.4.7 collaborate with staff and others to conduct action-based research on a whole of school, year level, or individual basis, for students, staff, or the school community.

3.5 ensure Toowoomba Catholic Schools policy and procedures for student protection, educating students with disabilities, behaviour support, the containment of critical incidents, and mandatory record keeping are implemented.

- 3.5.1 inservice staff as required to support Diocese of Toowoomba Catholic Schools initiatives e.g. student protection, anti-bullying, social and emotional learning, behaviour support, students with disabilities.
- 3.5.2 provide specialised support and leadership in response to student protection issues, critical incidents, and risk management.
- 3.5.3 participate in and manage as appropriate Diocese of Toowoomba Catholic School processes such as verification, enrolment support, behaviour support, and student support meetings.
- 3.5.4 use the action-research model as a guiding principle for professional activities.
- 3.5.5 maintain accurate, mandatory, up to date records of confidential, personal, and sensitive student information that comply with policy and legal requirements.
- 3.5.6 ensure confidentiality and informed consent whilst balancing the need to inform others.
- 3.5.7 participate in the development of policies and guidelines when required.
- 3.5.8 develop and manage the school counselling service and resources in consultation with Principals.



3.6 maintain standards of practice that are consistent with registration boards and membership of professional associations.

3.6.1 qualify for membership of appropriate professional associations and maintain registration with appropriate professional boards as follows:

Guidance Counsellor	Membership and registration requirements
Registered teacher	<ul style="list-style-type: none">• Qualify for membership of appropriate professional associations such as the Australian Psychologist and Counsellors in Schools Association (APACS); and• Maintain registration with appropriate professional boards such as the Queensland College of Teachers (QCT).
Registered psychologist	<ul style="list-style-type: none">• Qualify for membership of appropriate associations such as the Australian Psychological Society (APS); and• Maintain registration with appropriate professional boards such as the Psychology Board of Australia (PBA).
Registered teacher and registered psychologist	<ul style="list-style-type: none">• Qualify for membership of appropriate professional associations such as the Australian Psychologists and Counsellors in Schools Association (APACS) and/or Australian Psychological Society (APS); and• Maintain registration with appropriate professional boards such as the Queensland College of Teachers (QCT) and the Psychology Board of Australia (PBA).

3.6.2 participate in continuing professional learning and maintain awareness of current research by attending conferences, other professional activities, and by professional reading.

3.6.3 recognise that the counselling relationship operates within the parameters of confidentiality and a professional Code of Ethics as well as the Diocese of Toowoomba Catholic Schools' Code of Conduct.

3.6.4 participate in regular individual and group supervision and mentoring activities.

3.6.5 attend professional learning opportunities provided by individual schools and the Toowoomba Catholic Schools Office.

3.7 complete other duties that are directed as needs change or grow if the duties are consistent with the purpose of this position and any relevant legal and/or industrial obligations.

3.7.1 duties may include the completion of project work that presents itself during employment.