



Role Description

Title: School Guidance Counsellor

Reports to: Principal

Classification: Guidance Counsellor

1.0 Purpose

School Guidance Counsellors work collaboratively with school and college communities to promote and foster the achievement, engagement, development, mental health and wellbeing of all students, through the provision of a comprehensive school guidance counselling service that enables student learning and quality teaching.

2.0 Experience and qualifications

Essential

- empathy with the values and ethos of the Catholic faith
- relevant tertiary qualifications in psychology or guidance counselling
- demonstrated experience working with the Microsoft suite of products, including Office 365
- effective relationship building and influencing skills
- advanced interpersonal and communication skills
- a current blue card for working with children issued by Blue Card Services, or the willingness and ability to obtain one prior to commencement, unless an exemption applies

Desirable

- minimum of two years' experience relevant to a school setting

3.0 Key result areas

- 3.1 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 the school community
- 3.2 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 administer psycho-educational and other assessments and prepare relevant reports
- 3.4 support the implementation of Toowoomba Catholic Schools policy and procedures for student protection, educating students with disabilities, behaviour support, and the management of critical incidents
- 3.5 maintain standards of practice that are consistent with registration boards and membership of professional associations

3.6 contribute to and promote the development, alignment, attainment, and review of the school strategy and the strategic goals for the Diocese of Toowoomba Catholic Schools (TCS)

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

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 Statement of duties

The information detailed above is an accurate reflection of this role. Attached to this role description is a **duties statement** that covers a selection of activities in which the incumbent might engage. The list is neither prescriptive nor exhaustive.

Duties Statement

School Guidance Counsellor

3.1 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 the school or college community

- collaborate with school/college 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
- 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
- employ collaborative, consultative approaches with school/college communities and other support staff to develop relevant policies, programs, and structures
- contribute to the professional learning of school/college staff
- collaborate with school/college staff and others to provide opportunities for parent education

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

- provide appropriate counselling support for students
- assess and identify the level of need of students in crisis and provide appropriate interventions
- liaise with, refer to and work collaboratively with parents/carers, school/college staff, and other agencies and professionals to further the wellbeing of students
- develop and collaboratively implement behaviour support and intervention plans
- work collaboratively as part of a team in responding to and containing critical incidents affecting school/college communities
- manage processes to meet individual student needs and respond to referrals
- participate in interventions to assist students at points of transition
- act as an advocate for students
- report to the principal and other line managers as designated by the principal

3.3 Administer psycho-educational and other assessments and prepare relevant reports

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

3.4 Support the implementation of Diocese of Toowoomba Catholic Schools (TCS) policy and procedures for student protection, educating students with disabilities, behaviour support, and the management of critical incidents

- inservice staff, as required, to support TCS initiatives, eg student protection, anti-bullying, social and emotional learning, behaviour support, students with disabilities
- provide specialised support and leadership in response to student protection issues, critical incidents, and risk management
- participate in and manage as appropriate TCS processes such as verification, enrolment support, behaviour support, and student support meetings
- use the action-research model as a guiding principle for professional activities
- maintain accurate, mandatory, up to date records of confidential, personal and sensitive student information that comply with policy and legal requirements
- ensure confidentiality and informed consent whilst balancing the need to inform others
- participate in the development of policies and guidelines when required
- develop and manage the school/college counselling service and resources in consultation with the principal

3.5 Maintain standards of practice that are consistent with registration boards and membership of professional associations

- qualify for membership of appropriate professional associations and maintain registration with appropriate professional board or agency 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), Australian Health Practitioner Regulation Agency (AHPRA) etc
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), Australian Health Practitioner Regulation Agency (AHPRA) etc

- participate in continuing professional learning and maintain awareness of current research by attending conferences, other professional activities and by professional reading
- recognise that the counselling relationship operates within the parameters of confidentiality and a professional Code of Ethics as well as the TCS Code of Conduct
- participate in regular individual and group supervision and mentoring activities

3.6 Contribute to and promote the development, alignment, attainment, and review of the school/college strategy and the strategic goals for TCS

- contribute to planning and meetings that support students and school/college initiatives as appropriate
- participate fully in annual goal setting, monitoring and review of performance in collaboration with supervisors/line managers
- attend professional development as appropriate
- contribute as a member of the school/college to achieve the strategies set out in the school/college strategy and TCS Strategic Plan
- document and report on the progress of school/college strategies and initiatives in the TCS Strategic Plan as required

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

- duties may include the completion of project work that presents itself during the operational and strategic review of the actions associated with the school strategy, TCS Strategic Plan or other directorate strategies