

# Rangiora High School



East Belt, Rangiora 7400  
North Canterbury, New Zealand  
Telephone +64 3 311 8888  
admin@rangiorahigh.school.nz  
rangiorahigh.school.nz

## APPLICATION AND APPOINTMENT PROCEDURE

### Guidance Counsellor

Full time, permanent tenure (from 28 April 2020)

Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation.

Rangiora High School is a progressive decile 9 co-ed school of 1700 students. We are committed to PB4L including restorative practices; and culturally responsive pedagogy. We are actively seeking innovative practitioners who have student voice and choice firmly at the heart of their practice. The principles behind Rangiora High School's Connected Curriculum are Ako and Wānanga. Applicants must be passionate about improving student engagement and achievement, and be willing to commit to co-curricular and extra-curricular activities.

#### 1. Closing date

- Applications for this position close at 9am on Monday 24 February 2020.

#### 2. Method of Application

- Application are only accepted electronically through the School Jobs New Zealand website [schooljobs.nz](http://schooljobs.nz)
- Applicants may enclose additional curriculum vitae and other supporting material.
- A covering letter should be addressed to the Principal, Ms Karen Stewart.
- Application material will not be returned once the appointment has been made.

#### 3. Referees

- Applicants are asked to provide the names and addresses of three people who may be contacted to act as Referees.

#### 4. Short-listing and Interview

- Short-listing and interviewing of applicants will occur in the week after applications close.
- Applicants invited to an interview for this position will have their travel costs reimbursed where necessary.
- Applicants wishing to bring whānau or other support to the interview may do so at their own expense and should contact Mrs Faye Wallcroft, PA to the Principal, on 03 3118888 or [faye.wallcroft@rangiorahigh.school.nz](mailto:faye.wallcroft@rangiorahigh.school.nz) in advance so that suitable arrangements can be made.

## **5. Tenure**

- The appointee will be offered an employment agreement with the Board of Trustees. The appointee will be asked if they wish to become a party to the Secondary Teachers' Collective Agreement or to be employed on an Individual Employment Agreement (which reflects the terms of the collective agreement).

## **6. Salary**

- The salary offered will be in accordance with the Secondary Teachers Collective Agreement as assessed by the Salary Assessment Unit of the Ministry of Education and as appropriate to the appointee's qualifications, training and experience.

## **7. Professional Learning and Development**

- All teachers new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional support system.

## **8. General**

- The school's Charter is available [here](#) on the school's website: [www.rangiorahigh.school.nz](http://www.rangiorahigh.school.nz)
- All staff are expected to be familiar with, and comply with, the Education Council of Aotearoa New Zealand's 'Code of Professional Responsibility and Standards for the Teaching Profession' available [here](#).

For further information or clarification, applicants are welcome to contact Mr Chris Quigley, Deputy Principal, on 03 3118888 or [chris.quigley@rangiorahigh.school.nz](mailto:chris.quigley@rangiorahigh.school.nz)

# Rangiora High School

## Te Kura Tuarua o Rangiora

*“Creating inclusive, equitable and relevant learning opportunities with clear pathways that meet the aspirations of our community and empowers every student towards life-long learning.”*



## Guidance Counsellor

**(Full-time, permanent)**

### Role Description

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#### Purpose of the role

The purpose of the Guidance Counsellor role is to ensure that guidance and counselling services meet the emotional, social, spiritual, and cultural needs of all students. Working with the Guidance and Pastoral Teams, s/he will use collaborative approaches to counselling support to further grow an inclusive climate in the school, free of intolerance, harassment and bullying.

#### Role description

Tenure: Permanent, full-time (1.0 FTTE)  
Reporting to: Through the Principal to the Board of Trustees; reports directly to the Head of Guidance

#### Role requirements

To be considered for the position, applicants will be registered teachers and have:

1. demonstrated successful experience in working with young people in a therapeutic counselling setting, and have
2. an understanding of te ao Māori and culturally responsive pedagogy, and
3. an understanding of Restorative and PB4L practices, and
4. a current teaching practising certificate and relevant counselling qualification and a current NZAC annual practising certificate (or relevant alternative).

# Guidance Counsellor Role Description

## Role functions

Focus Areas / Tasks	Outcomes
<b>1.0 Confidential counselling</b>	
To provide a confidential counselling/guidance service for ākonga and parents/carers/whānau	<ul style="list-style-type: none"> <li>● Works collaboratively with the Head of Guidance and counselling team to:               <ul style="list-style-type: none"> <li>○ Accept self-referrals from students, staff / kaiako and families/whānau</li> <li>○ Accept appropriate referrals from kaiako, families/whānau</li> <li>○ Helps clients to explore their difficulties and concerns, and to develop their capabilities and resilience</li> <li>○ Foster conditions in which a client can grow and develop as a person</li> <li>○ Promote awareness of and respect for difference</li> <li>○ Advocates for those who are disempowered</li> <li>○ Maintains client safety by providing a confidential and safe counselling environment, unless safety of client/others is compromised</li> <li>○ Lead mediation and restorative conferences</li> <li>○ Liaise with DPs, Heads of House, Deans and kaiako about students of concern and inform them of matters which may affect their relationship or responsibilities with students;</li> </ul> </li> <li>● Works with the Head of Guidance to develop safety plans for high 'at risk' students;</li> <li>● Is conversant with, and adheres to the legal and ethical responsibilities of counsellors (NZAC Code of Ethics).</li> </ul>
<b>2.0 Programmes</b>	
Coordinate the delivery of guidance-related programmes within an appropriate time frame and evaluation of guidance-related programmes	<ul style="list-style-type: none"> <li>● In conjunction with the Head of Guidance and DP Student Engagement, develops a wrap around care system for student wellbeing;</li> <li>● Work with the Head of Guidance to organise and facilitate group counselling sessions (e.g. self-esteem, grief, abuse survivors, anger management, smoking cessation, etc.);</li> <li>● Lead restorative justice conferences;</li> <li>● Acts as a resource person for staff who are involved in pastoral care programmes.</li> </ul>
<b>3.0 Effective and efficient systems</b>	
Supports the development of effective, efficient systems to	<ul style="list-style-type: none"> <li>● Is familiar with and is guided by the school's policies and procedures;</li> </ul>

## Guidance Counsellor Role Description

support counselling service programmes	<ul style="list-style-type: none"> <li>• Adheres to the guidance counselling management action plan and operating manual;</li> <li>• Oversees the completion of documentation in relation to referrals to outside agencies/community groups;</li> <li>• Develops resources to assist teachers with the day to day pastoral support and understanding of students;</li> <li>• Raises awareness in the school community of the relevant counselling services available;</li> <li>• Maintains and updates agreed protocols for required notification to the Principal and appropriate agencies;</li> <li>• Assists with preparation of policies and procedures for a safe school;</li> <li>• Ensures notes are kept securely, and of a sufficient standard to be useful and credible when referring to outside agencies, abuse disclosures, etc.</li> </ul>
<b>4.0 Traumatic incidents</b>	
Supports the Head of Guidance to provide specialist advice to the school's traumatic incident team	<ul style="list-style-type: none"> <li>• Assists in the management of crises which affect the welfare of students or staff;</li> <li>• Works with the Head of Guidance to review and update plans annually, ensuring they are accessible to all staff.</li> </ul>
<b>5.0 Liaison</b>	
Network, liaise and consult as appropriate community, agencies and organisations to ensure that individuals are assisted to find appropriate information and support in a timely basis	<ul style="list-style-type: none"> <li>• When appropriate, organises and/or acts as a student advocate e.g. at Board of Trustees Suspension Committee meetings, Family Group Conferences;</li> <li>• Liaises with outside agencies, (e.g. Oranga Tamariki, CAF Rural, Police, RTLB, Family Court, iwi/hapu organisations, etc.);</li> <li>• Maintains contact with Ngāi Tahu and other Māori agencies regarding student welfare;</li> <li>• Maintains up-to-date database of these services and resources;</li> <li>• Attends relevant school meetings.</li> </ul>
<b>6.0 Professional Learning and Development</b>	
Undertakes relevant professional development for Guidance Counsellors	<ul style="list-style-type: none"> <li>• Provides advice, guidance and mentoring to Deans and Heads of House;</li> <li>• Participates in professional development appropriate to the role and the requirements of NZAC;</li> <li>• Attends professional supervision from an appropriately qualified supervisor to: <ul style="list-style-type: none"> <li>○ Examine their current practice, including discussion of particular cases;</li> <li>○ Evaluate safety assessments and planning and associated professional decisions;</li> </ul> </li> </ul>

## Guidance Counsellor Role Description

	<ul style="list-style-type: none"> <li>○ Ensure ethical concerns are explored and clarified;</li> <li>○ Explore and address ways that the personal and professional life of the guidance counsellor impact on work with clients;</li> <li>● Works with the Head of Guidance to provide professional development for staff, e.g. restorative practice;</li> <li>● Keeps up to date with current research.</li> </ul>
<b>7. Learner Support</b>	
Provide or assist in the development of learner support services within the school	<ul style="list-style-type: none"> <li>● Helps to identify students with needs or at risk;</li> <li>● Is involved in conferencing with teachers to develop appropriate strategies to meet the needs of particular students;</li> <li>● May supervise the work for counselling or social services students on placement when asked by the Head of Guidance.</li> </ul>
<b>8. Caseload analysis</b>	
Track major or presenting issues with a view to informing next steps	<ul style="list-style-type: none"> <li>● Keeps and updates individual records of interviews, needs and action after a student visit while maintaining confidentiality;</li> <li>● KAMAR records maintained as appropriate;</li> <li>● Assists the Head of Guidance in submitting a report to the Principal each term, that includes an analysis of statistical breakdowns of numbers counselled, including gender, year level, ethnicity, issues, small group work and next steps.</li> </ul>

# Guidance Counsellor Role Description

## Professional knowledge, relationships, values and engagement

As a registered teacher, the Guidance Counsellor will embody the Code of Professional Responsibility and Standards for the Teaching Profession.

<b>Professional knowledge in practice</b>
<b>Standards</b>
<b>Te Tiriti o Waitangi</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
<b>Professional learning</b> Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.
<b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
<b>Learning-focused culture</b> Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.
<b>Design for learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
<b>Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

## Declaration

I have reviewed this role description and acknowledge the requirements of the role.

Name:	
Signature:	
Date:	