

# Rangiora High School

Te Kura Tuarua o Rangiora

*"Each and every learner will thrive in a centre of learning excellence."*



## Head of Guidance

(3MU, 1MMA)

### Role Description

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#### Purpose of the role

The purpose of the Head of Guidance role is to ensure that all ākonga have access to good guidance and counselling services that meet the emotional, social, spiritual, and cultural needs of all students. They will develop and lead a collaborative approach to counselling support working with the Strategic Leadership Team 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 School Board; reports directly to the Deputy Principal with responsibility
Direct Reports:	Guidance Counsellors, Positive Student Wellbeing Coordinator, Health Nurse, Guidance Administrator, Intern Counsellors on placement.

#### 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 counselling setting, and
2. the ability to work at a school leadership level, and
3. understanding of te ao Māori and culturally responsive pedagogy, and
4. an understanding of Restorative and PB4L practices, and
5. a current teaching practising certificate and relevant counselling qualification and a current NZAC annual practising certificate (or relevant alternative).

*We create inclusive, equitable and relevant learning opportunities with clear pathways. We empower deeply engaged and connected lifelong learners. We contribute positively to our community.*

## Role functions

Focus Areas / Tasks	Outcomes
<b>1. Leadership</b>	
To build high trust relationships with ākonga, kaiako, leaders whānau and agencies	<ul style="list-style-type: none"> <li>• To show by action and how others are treated the kura's values vision and goals;</li> <li>• High trust relationships are built and sustained;</li> <li>• Builds and maintains a network of supportive-challenging relationships within the kura, the wider north canterbury social services networks and the counselling community.</li> </ul>
<b>2. Confidential counselling</b>	
To provide a confidential counselling/guidance service for ākonga and parents/carers/whānau recognising the unique context of a secondary school setting	<ul style="list-style-type: none"> <li>• Leads an effective counselling team that:               <ul style="list-style-type: none"> <li>○ Accepts self-referrals from students, staff / kaiako and families/whānau</li> <li>○ Accepts appropriate referrals from kaiako, pastoral leaders, families/whānau</li> <li>○ Helps clients to explore their difficulties and concerns, and to develop their capabilities and resilience</li> <li>○ Fosters conditions in which a client can grow and develop as a person</li> <li>○ Promotes 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>○ Includes mediation and restorative conferences</li> <li>○ Liaises with DPs, Kaitiaki and kaiako about students of concern and informs them of matters which may affect their relationship or responsibilities with students;</li> </ul> </li> <li>• Leads the development of safety plans for high 'at risk' students;</li> <li>• Is conversant with and ensures all Guidance Counsellors adhere to the legal and ethical responsibilities of counsellors (NZAC Code of Ethics).</li> </ul>
<b>3. 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>• Leads the development of a wrap around care system for student wellbeing</li> <li>• Organises and facilitates group counselling sessions (e.g. self-esteem, grief, abuse survivors, anger management, smoking cessation, etc.). This may include organising outside facilitation and/or support of groups/individuals i.e. 24/7 Youth Workers;</li> </ul>

	<ul style="list-style-type: none"> <li>• Coordinates the facilitation of restorative justice conferences;</li> <li>• Acts as a resource person for staff who are involved in pastoral care programmes.</li> </ul>
<b>4. Effective and efficient systems</b>	
Develops effective, efficient systems to support counselling service programmes	<ul style="list-style-type: none"> <li>• Is familiar with and is guided by the school's policies and procedures;</li> <li>• Prepares and maintain a guidance counselling management action plan and operating manual;</li> <li>• Oversees the work of the Guidance department's support staff worker. through ensuring that their work is focused on improvement rather than compliance and supporting their capability to perform well;</li> <li>• Oversees the completion of documentation in relation to referrals to outside agencies/community groups by Guidance Counsellors;</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 Guidance Counsellors keep notes securely, and of a sufficient standard to be useful and credible when referring to outside agencies, abuse disclosures, etc.</li> </ul>
<b>5. Traumatic incidents</b>	
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>• Uses their expertise to develop and support teams within the school to respond according to best practice as identified through research and advice;</li> <li>• Shows courage, determination and hope in the face of difficulties through their actions, plans and leadership;</li> <li>• Reviews and updates plan annually ensuring they are accessible to all staff.</li> </ul>
<b>6. 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. 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> </ul>

	<ul style="list-style-type: none"> <li>• Maintains up-to-date database of these services and resources;</li> <li>• Attends relevant school meetings.</li> </ul>
<b>7. Professional Learning and Development</b>	
Ensure professional development for all Guidance Counsellors	<ul style="list-style-type: none"> <li>• Provides advice, guidance and mentoring to Kaitiaki;</li> <li>• Uses critical friends to discuss leadership practice and extend their knowledge and capabilities and reflects on their own leadership practice;</li> <li>• Ensures Guidance Counsellors participate in professional development appropriate to the role and the requirements of NZAC;</li> <li>• Keeps abreast of new evidence and research-based knowledge that could challenge their thinking;</li> <li>• Ensures all Guidance Counsellors attend professional supervision from an appropriately qualified supervisor and that they: <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> <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> </ul> </li> <li>• Completes staff performance appraisal annually as per Rangiora High School policy and practice;</li> <li>• Provides professional development for staff, e.g. restorative practice;</li> <li>• Keeps up to date with current research.</li> </ul>
<b>8. Student Support</b>	
Provide or assist in the development of student support services within the school	<ul style="list-style-type: none"> <li>• Working with the Head of Student Support to ensure coverage and consistency of service provided to students;</li> <li>• Working with the Guidance Counsellors and the Health Nurse to ensure the appropriate support in place for each and every student;</li> <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>• Supervises work for counselling or social services students on placement.</li> </ul>
<b>9. Caseload analysis</b>	
Track major or presenting issues with a view to informing	<ul style="list-style-type: none"> <li>• Ensures Guidance Counsellors keep and update individual records of interviews, needs and action after a</li> </ul>

next steps	<ul style="list-style-type: none"> <li>student visit while maintaining confidentiality;</li> <li>KAMAR records maintained as appropriate by all Guidance Counsellors;</li> <li>Submits 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>
<b>10. Personnel Management</b>	
Provides leadership and manages Guidance department	<ul style="list-style-type: none"> <li>Ensures that the Guidance and pastoral staff feel valued and are supported to grow their capability to perform well;</li> <li>Ensures that all Guidance Counsellors are having regular supervision. That contracts are in place and within budget;</li> <li>Ensures regular group supervision for Guidance Counsellors;</li> <li>Identifies professional learning needs and liaises with the Deputy Principal with oversight to gain approval of planned PLD;</li> <li>Provides opportunities for others to actively contribute to initiatives and extend their knowledge and skills;</li> <li>Identifies and ensures that problems impeding learning and wellbeing are identified and measures are put in place to resolve;</li> <li>Allocation of roles and responsibilities to members of the Department so that all members of the team contribute equitably to meet the needs of ākonga;</li> <li>Allocation of clients to individual counsellors to maintain equitable case loads;</li> <li>Liaises with Tertiary organisations based in Canterbury to provide placements for Trainee Counsellors;</li> <li>Ensures that performance review of staff they have responsibility for is carried out. Ensuring that Guidance Staff professional growth cycles are carried out for improvement;</li> <li>Responsibility for performance management including Professional Growth Cycles.</li> </ul>
<b>11. Resource Management</b>	
Effectively and efficiently uses resources to achieve vision and goals	<ul style="list-style-type: none"> <li>Works within delegated authorities;</li> <li>Works with the Guidance team to make the most effective use of the time, space and material resources available in line with the school's vision, goals and values;</li> <li>Ensures actions of the Guidance Department are consistent with legal and national frameworks,</li> </ul>

	particularly the Guidance Counsellors' Code of Ethics, employment, health and safety.
<b>12. Other Tasks</b>	
Undertakes specific tasks and school wide projects over a specified period of time, as negotiated.	<ul style="list-style-type: none"> <li>Negotiated tasks or projects are completed in a timely and efficient manner.</li> </ul>

## Professional knowledge, relationships, values and engagement

As a registered teacher, the Head of Guidance 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:	