



Christchurch Girls' High School | *Te Kura o Hine Waiora*

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

JOB DESCRIPTION

POSITION:

COUNSELLOR

RESPONSIBLE TO:

The Principal
Head of Counselling

FUNCTIONAL RELATIONSHIPS

WITH:

Head of Counselling
Principal and SLT
Other counsellors and pastoral staff
Careers/Transition Teacher
All staff
Acland Hostel Manager

EXPECTATIONS:

We expect the Counsellor to:

- Show commitment to the values and vision of Christchurch Girls' High School – *Te Kura o Hine Waiora*.
- Show commitment to the development of a relational and restorative culture.
- Foster a flexible and future focused learning organisation.
- Contribute to a team spirit of collaboration amongst staff.
- Engage in reflective practice.
- Work in a culturally responsive way.

QUALITIES REQUIRED:

- Courageous, caring, compassionate and has a high level of integrity, trust, and authenticity.
- Highly ethical and confidential.
- Ability to engage students in an empathetic manner.
- Lifelong learner who is willing to engage with current thinking and research around best practice for counselling.
- Ability to work collaboratively in a team approach with both staff and students.
- Ability to develop and manage quality relationships with parents and caregivers, whanau and community.
- Full or provisional membership of an approved professional body (eg NZAC, NZCCA etc)
- Strong organisational skills and ability to prioritise, often under significant time pressure.
- Strong interpersonal and communication skills.
- A high standard of written and spoken communication skills, including notetaking and use of relevant software.
- An ability to think laterally and to problem solve.

FUNCTION:

To assist in promoting a positive and caring climate which will enhance the holistic development of our students and families.

PRIMARY OBJECTIVE:

To provide confidential, comprehensive and readily available counselling services for students and staff as appropriate.

KEY TASKS:

CRITERIA	KEY TASKS	OUTCOMES
Counselling and Supervision	• Counsel individual and small groups. • Counsel staff regarding students as appropriate. Staff referrals made to appropriate external agencies for ongoing staff support. • Regular meetings with counselling staff, to discuss cases and workload, and ensure that a manageable and safe workload is being maintained in the department. • Respond as appropriate within the bounds of confidentiality to parents' concerns and/or queries relating to their young person's needs. • Provision of clinical supervision of counseling peers, in consultation with the Principal • Provision of administrative and clinical supervision of counseling trainees, as resources permit, and in consultation with the Principal. • Provision of extra support during times of crisis	• Students feel they have been listened to and received worthwhile therapeutic support and care. • Staff feel supported. • Students' needs are monitored, work issues are addressed, and student and staff safety concerns are assessed, triaged and followed up. • Parents' concerns are heard and where appropriate facilitation of parent and student difficulties are addressed. • Clinical supervision requirements of professional body (e.g. NZAC NZCCA) are met. • Opportunities for supervising counseling trainees are offered. • The counsellor is part of the team that ensures that all members of the school community are supported in extreme situations.

Liaison - External and Internal	• Regular meetings: • Within the Counselling department • With wider the Pastoral network • Whole school briefings and staff hui as appropriate • Attend parent-teacher evenings. • Consult regularly with the Co-ordinator of Learning Enhancement and attend IEPs where appropriate. • Consult as appropriate with Careers/Transition staff. • Regular meetings and communication with both national and local school counsellor networks • Liaise with outside agencies and make referrals as appropriate to groups such as MOE, CAF, Oranga Tamariki, Family Mental Health, RTLB Team, Alternative Education Consortium, psychologists, social workers and a variety of counselling /health agencies. • Visit students' homes where necessary. • Liaise with incoming Year 9 whanau. • Keep staff informed about personal needs of students within the boundaries of confidentiality	• Issues affecting students' and staff well-being and performance are communicated to the appropriate personnel and plans to address concerns are made. • Parent concerns are addressed. • Pastoral needs of Learning Enhancement students are identified and followed up. • Vocational needs of students are identified and followed up. • Keep up to date with local and national initiatives. • The best possible solutions are found for students' concerns. • Accurate and appropriate documentation is provided for all students who leave school.
Professional	• Assist with training courses for staff and /or students as necessary. • Attend courses and training relevant to the position of a school counsellor, to include the	• Staff and students' capacities to carry out their respective roles are enhanced. • Ensuring practice is evidence-based and ethically sound, through attendance at

	National School Guidance Counsellor conference, and any others of relevance that pertain to their annual PDL plan. • Participate fortnightly in a system of personal supervision.	appropriate training opportunities. • Staff, students, and families are familiar with staff and their roles, and how to access them
Health and Wellbeing	• Assist SLT in ensuring effective pastoral systems are in place to best meet students' needs.	