

JOB DESCRIPTION

Head of Guidance

JOB TITLE:	Head of Guidance
TENURE:	Permanent – Full-time
REPORTS TO:	Deputy Headmaster and through the Deputy Headmaster to the Headmaster
FUNCTIONAL RELATIONSHIPS:	Headmaster, Senior Leadership Team, Pastoral Team, Guidance Team, Appropriate outside agencies, Staff, Students, Parents, Caregivers and Whānau
REMUNERATION:	2MU and 1MMA

PRIMARY RESPONSIBILITIES

- To promote and develop the vision, values and goals of Shirley Boys' High School
- Focus on improving student learning, success and wellbeing
- Offer counselling opportunities to students, staff and families/whānau as required, working within the NZAC Code of Ethics
- Take a lead role, with Senior Leadership, the Deans team, the guidance network and Form Teachers, to ensure that the pastoral care systems meet the needs of the school community
- Develop and lead school wide initiatives to support the wellbeing of students
- Participate in pastoral committee meetings
- Work with the Deputy Headmaster and Guidance Staff on any relevant pastoral/discipline issues
- Work collaboratively with all staff in their guidance and teaching roles to create conditions in which students can meet their potential
- Network within and outside the school to ensure that individuals are assisted to find appropriate information and help for themselves
- To contribute to establishing a safe and inclusive environment in the school
- Act as an agent for positive change within the school community
- Contribute to the school by being supportive and active in the co-curricular life of the school

KEY RESPONSIBILITIES

Responsibilities	Specific tasks
Counselling	<ul style="list-style-type: none">• Accept<ul style="list-style-type: none">○ Self-referrals from students, staff and families/whānau○ Appropriate referrals from staff, families/whānau• When appropriate, meet with students and with families/whānau.• Provide support for families, students and staff - this may include mediation, restorative justice etc.• Provide specialist advice to the school's crisis intervention

	<p>team, as required.</p> <ul style="list-style-type: none"> • Facilitate group counselling sessions (e.g. grief, abuse survivors, anger management, smoking cessation, etc.) • Keep appropriate records of counselling work, ensuring they are kept securely and confidentially.
School wide leadership for the guidance and pastoral network	<ul style="list-style-type: none"> • Co-ordinate and/or assist with the preparation, delivery and evaluation of guidance-related programmes to meet the various needs of staff, students and families/whānau. • Lead school wide initiatives related to the well-being of boys. • Organise, chair and record fortnightly meetings with Deans. • Organise, chair and record fortnightly meetings with 24/7 Youth Workers. • Allocate, guide and supervise assistant counsellor support. • Work closely with the pastoral care team to provide support and guidance.
Administration	<ul style="list-style-type: none"> • Prepare and manage relevant budget(s) and disperse hardship funds equitably. • Prepare and maintain a guidance counselling management action plan. • Complete documentation in relation to referrals to outside agencies/community groups. • Provide an annual report, including statistical analysis of guidance counsellor activities, to the Board. • Contribute to the development of policies and practices in relation to guidance activities. • Develop resources to assist teachers with the day-to-day support and understanding of students.
Liaison between the school and various organisations	<ul style="list-style-type: none"> • When appropriate, act as student advocate e.g. at Board Discipline Committee meetings, Family Group Conferences. • Act as a consultant and resource person within the school community. • Be available to assist the Headmaster with the appointment of Guidance Network Staff. • Be involved in liaising with the community. • Liaise with outside agencies, (e.g. Oranga Tamariki, health providers – SRHS, CDHB etc, Police, Group Special Education, Family Court, iwi/hapu organisations, etc.) • Work in a collaborative environment with the Guidance and Dean teams to provide a wrap-around care system for student wellbeing.
Lead the Year 8 transitions programme	<ul style="list-style-type: none"> • Organise contributing school transition interviews. • Identify students 'at risk' from transition interviews/ contribution schools to create a wrap around plan for induction

	<p>to Shirley Boys' High School.</p> <ul style="list-style-type: none"> • Ensure information on incoming Year 9 students is comprehensive and shared with appropriate staff.
Undertake professional development	<ul style="list-style-type: none"> • Comply with and uphold the Education Council Code of Professional Responsibility and the Standards of the Teaching Profession. • Engage in ongoing professional development, including attending relevant training workshops and conference. • Engage where appropriate in supervision and belong to an appropriate Guidance Association.

PERSON SPECIFICATION – HEAD OF GUIDANCE

The person appointed to this position should have the following:

Personal Qualities

- be a strong communicator
- show enthusiasm and commitment to promoting wellbeing
- show leadership, respect and support to staff
- have a clear understanding of the wider issues of education in the school environment

Qualifications

- hold a relevant tertiary qualification
- be trained as a Counsellor and hold an appropriate professional registration

Skills

- relate effectively to young people
- have excellent oral and written communication skills
- be a strategic planner and thinker
- relate effectively to parents, caregivers and whānau
- have the ability to effectively manage people and resources
- have the required ICT skills to complete school requirements electronically

Experience

- be fully capable of taking on a position as a middle leader
- have had the knowledge of how to plan, develop and maintain effective financial control over a budget

Equity

- have an awareness of the intent and spirit of the Treaty of Waitangi
- be culturally sensitive to students from all cultural backgrounds
- demonstrate an awareness of the needs of all students
- demonstrate an awareness of the needs of students with physical and intellectual disabilities
- be able to work confidently and fairly with all staff, students, parents and caregivers