

POSITION DESCRIPTION

POSITION TITLE:	Guidance Counsellor/Psychologist
SECTION:	Student Wellbeing and Pastoral Services
REPORTS TO:	Student Wellbeing and Pastoral Services Manager
CLASSIFICATION:	Guidance Counsellor Salary Scale
AWARD:	Townsville Catholic Education Office Enterprise Agreement 2019 - 2023
LOCATION:	Townsville

OUR ORGANISATION

Townsville Catholic Education (TCE) supports 29 schools within the Diocese, located throughout a diverse region including urban and rural environments extending to Mount Isa to the west, Proserpine to the south and north to Ingham. TCE provides a diverse range of education choices including primary, secondary and Prep-to-Year 12. Each setting provides a high educational standard in a caring and a stimulating environment. The Diocese has a growing Indigenous education program and some of our schools offering both boarding and day-student facilities.

TCE employs in excess of 2,500 teaching, professional and ancillary/support employees to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be a contributing member of the community in their adult lives.

The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

Please visit our website for additional information <https://www.tsv.catholic.edu.au/>

OUR SYSTEM VISION

"The promotion of the human person is the goal of the Catholic school"

THE CATHOLIC SCHOOL ON THE THRESHOLD OF THE THIRD MILLENNIUM, 1998



ABOUT THE ROLE

The position of Guidance Counsellor/Psychologist will provide professional expertise, leadership and support to the school community in the development, implementation and evaluation of plans and programs to assist students in achieving positive educational, developmental and lifelong learning outcomes.

The position will collaboratively negotiate, develop and implement programs for student that have a focus on preventative and early intervention strategies; are responsive to identified personal, social, emotional and educational needs; and aim to foster resilience and personal skills development.

Guidance Counsellors are guided by a specific theoretical orientation influenced by their global view of the school and the services available to it. Any intervention with Primary and Secondary school students has to take particular notice of the student within the context of the family. The focus is on the student within this and other contexts, realising that the responsibility for each student's welfare and progress remains within the family and local school. A particular emphasis will be to empower school communities to assist students in crisis or with diverse learning needs.

KEY ACCOUNTABILITIES

- Advocate, provide counselling, psychoeducational assessment and individual student support recommendations and advice to students, teachers and parents concerning educational, behavioural, mental health and family issues.
- Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school staff and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs.
- Conduct activities such as student observation and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions.
- Assist schools in the implementation of student protection, behaviour support policies and risk management processes that may involve the development of individualised student plans. Monitor and review the implementation of the student plans together with the classroom teacher and other stakeholders.
- Balance the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others, and maintain a comprehensive and professional record keeping system that complies with policy and legal requirements of parental and legal access to official records.
- Participate in relevant professional development, and prepare and implement professional and personal skill development programs and in-services for teachers, school officers and parents. Participate in regular professional supervision sessions.
- Provide leadership and specialised support in response to student protection issues, critical incidents and emergencies, including the development and implementation of stress management, grief management and behaviour management programs for students (individuals and small groups).

- Maintain the standards that are established by the professional body with which the Guidance Counsellor is affiliated.

STATEMENT OF RESPONSIBILITY

The carriage of the role will always presume the role-holder's responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies.

The employee will be expected to abide by the *Statement of Principles for Employment in Catholic schools*, the *Staff Code of Conduct* and other Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters.

Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities.

Each employee is responsible for ensuring his/her health, safety and wellbeing and is expected to not willingly place at risk the health and safety of one's self or others.

Employees will:

- Adhere to Work Health and Safety instructions
- Promote a commitment to safe work practices
- Be familiar with workplace incident, hazard and accident reporting and emergency procedures
- Take reasonable action to avoid, eliminate or minimise risk and hazards
- Utilise personal protective equipment
- Participate in the development of a safe and healthy workplace
- Seek information and advice as necessary and comply with instructions.

ABOUT YOU

Experience

- Proven capacity to develop and implement counselling programs and associated strategies and services to support the needs of students with personal, social and emotional needs
- Demonstrated capacity to effectively respond to sensitive and complex student issues within an ethical framework.

Knowledge

- Capacity for effective counselling and individual case management involving a multidisciplinary approach, within an environment of competing priorities
- Capacity to develop and implement student support programs and services for students with high support needs that reflect best practice and that align with relevant policies and procedures.

Skills

- Demonstrated strong interpersonal skills and the capacity to develop and sustain productive relationships within and beyond the school community.

Mandatory Criteria/Professional Registration/Other

- Current Working with Children Suitability Card - The successful candidate will require a paid Blue Card before commencement as per the No Card, No Start policy developed by Queensland Government – exemption for AHPRA or OCT Registration
- Current full registration or current provisional registration with eligibility for full registration, as a teacher in Queensland, and one year (minimum) full-time (or part-time equivalent coursework Masters, majoring in guidance and counselling
OR
- Full registration as a psychologist through the Australian Health Practitioner Regulation Agency (AHPRA) Psychology Board of Australia or a fourth-year qualification or a fifth-year qualification in psychology that will enable general registration as a psychologist through AHPRA Psychology Board of Australia following completion of the board approved internship or accredited sequence of study
- Current Driver's Licence
- Ability to travel from time to time within the Catholic Diocese of Townsville
- Ability to perform the physical requirements of the role in a safe manner
- Understanding of, and sensitivity to, the ethos of the Catholic School.

Desirable Criteria

- Professional membership with the Queensland Guidance and Counselling Association (QGCA) or the Australian Psychological Society (APS).

Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the position, it may be necessary for successful applicants to be immunised against certain preventable diseases in order to minimise the risk of transmission.

HOW YOU WILL BE ASSESSED

How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills and competencies confidentially with good judgement and wisdom. You will be assessed on your ability to demonstrate the following four capabilities: Personal, Professional, Relational and Organisational within context to the key accountabilities identified above. You will be expected to integrate knowledge, skills and attitudes within scope of the TCE Leadership Domains of: Catholic Identity, Education, Stewardship and Community in line with the Strategic Direction, Vision and Values.

Identity and Ethos



Strategic Organisational Leadership Success

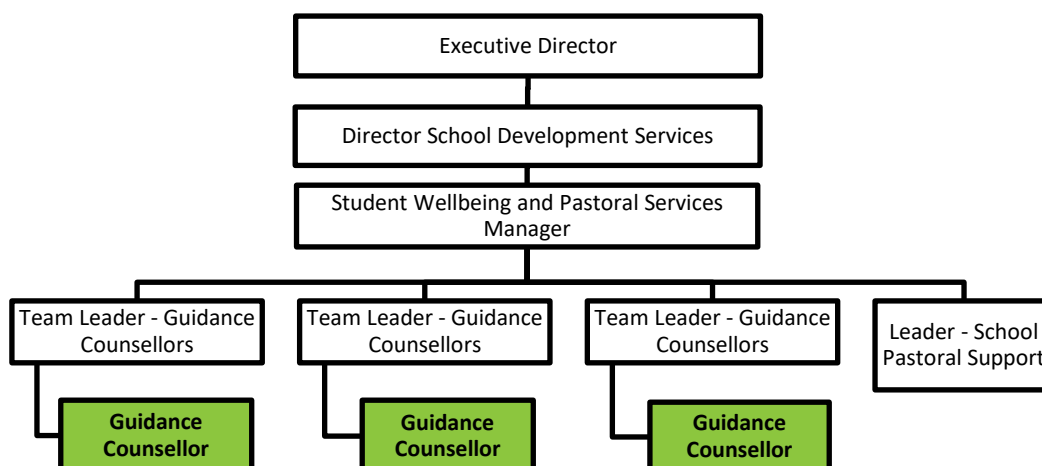
Catholic Identity	Education	Stewardship	Community
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Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is contextually aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
Demonstrates intellectual acuity	Shapes and implements change processes
Displays a sense of self-efficacy and personal identity	Demonstrates appropriate styles of decision making
Uses intuition as well as logic and reason	Inspires a collegial purpose and vision
Projects confidence, optimism and resilience	Develops efficient and robust structures and systems
Exemplifies honesty and integrity	Focuses on core outcomes and accountabilities
Demonstrates ethically responsible behaviours	Engages in workplace learning and relevant professional development
Is morally courageous	Operates with a sound educational focus
Demonstrates a commitment to personal spiritual growth	Operates with a spirit of service and professionalism
Displays imagination and vision	Develops moral purpose
Integrates work and personal life	Demonstrates capacity to provide professional support
Engages with the Catholic culture	
Is culturally sensitive	
Social and Interpersonal	Organisational
Is relationally adept	Gives priority to the Church's mission in education
Is emotionally mature	Engages in strategic and future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Develops organisational capacity to respond to contemporary and future needs
Communicates with influence	Avoids imposing old paradigms on new realities
Is authentically present	Fosters a growth promoting workplace
Displays a trusting disposition	Exercises principled and ethical stewardship
Cultivates collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Builds a sharing organisational culture that focuses energies and talents
Nurtures leadership capability in others	Operates in fidelity to Catholic social teaching and environmental responsibilities

REPORTING & OTHER RELATIONSHIPS

The Guidance Counsellor/Psychologist is accountable in the first instance to the Team Leader, Guidance Counsellor and to the Principal and then to the Student Wellbeing and Pastoral Services Manager. The Guidance Counsellor/Psychologist consults and liaises with other TCEO personnel, Principals in schools, and other Diocesan staff/committees, where appropriate.



ACKNOWLEDGEMENT

I have read, understood and acknowledge the scope and responsibility of the position outlined in this position description.

Employee Name: _____

Signature: _____ Date: _____

Appendix A

DUTIES

This section covers a selection of activities in which the Guidance Counsellor/Psychologist might engage but is not prescriptive or exhaustive.

Facilitate proactive and preventative practices and initiatives that promote social, emotional and educational development and the mental health and wellbeing of students in partnership with school communities.

- Collaborate with school 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 which 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 communities and other support staff to develop relevant policies, programs and structures.
- Contribute to the professional learning of school staff.
- Collaborate with school staff and others to provide opportunities for parent education.

Manage counselling and consulting services for students (with personal, social, emotional, 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 other agencies and professionals.
- 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 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.
- Consult with, refer to, and work collaboratively with school staff.
- Consult and work collaboratively with parents/carers to further the wellbeing of students.
- Develop and manage the school counselling service and resources in consultation with Principals.

Provide psycho-educational and other assessments

- Determine appropriate assessment for students in the educational context.
- Conduct assessments as part of the school'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, year level, or individual basis, for students, staff or the school community.

Ensure policy and procedures for student protection, educating students with disabilities, behaviour support, the containment of critical incidents and mandatory record keeping are implemented.

- In service staff as required to support TCE's initiatives e.g. 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 facilitate as appropriate TCE's 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.

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

- Participate in continuing professional learning and maintain awareness of current research by attending conferences, other professional activities and by professional reading.
- Work within the parameters of confidentiality and a professional Code of Ethics and Practice as well as the TCE Staff Code of Conduct.
- Participate in regular individual and group supervision and mentoring activities.
- Attend professional learning opportunities provided by individual schools and TCE.

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 course of employment.