



TRIDENT HIGH SCHOOL
Position Description & Performance Agreement
Fixed-term, Part-time Guidance Counsellor Position

The fixed-term, part-time position is for 32 weeks while the current Guidance Counsellor is on study leave. The 32 weeks structure will be in negotiation with the school.

Expectations of the position are:

To provide a counselling/guidance service following the New Zealand Association of Counsellors (NZAC) Code of Ethics for students, whānau and staff where people are invited to explore their concerns and develop their capabilities and resilience.

To work collaboratively with students and staff to create conditions in which ākongā can develop their potential and achieve a personal sense of worth and mastery.

To help establish and maintain a safe and inclusive school environment and culture free from discrimination, intolerance and bullying practices.

Advocate for those who are disempowered and/or marginalised.

To network with agencies outside of the school community, making referral when necessary, and assisting individuals and groups to find appropriate information and help for themselves.

To act as an agent of positive change within the school community.

JOB DESCRIPTION

Key Tasks

Expected Outcomes

Performance Indicators

To provide a confidential counselling/guidance service for ākongā, whānau and staff regarding educational and personal matters.

- Staff, students and caregivers informed regarding service offered, and how to engage help of counsellor.
- Referrals – self, caregiver, friend, staff member, agency – followed through.
- Appointment diary maintained.

- Professional supervision takes place on a fortnightly basis.
- Counsellors to visit year levels to inform students of services offered.
- Information included in newsletters.
- Client satisfaction with the service regularly rated.
- Diary to be maintained.
- Attendance at Deans' Meetings
- Statistics forms completed

Guidance Department Administration

- Appropriate case notes kept of students, staff, caregivers and others seen each day.
- Phone calls, emails and Kamar messages returned.

Advocacy

- Responding to specific client needs by voicing them in the appropriate forum/s.
- Has spoken on behalf of student wellbeing and hauora.

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| | <ul style="list-style-type: none"> ● Advocating on behalf of student and student groups who may be marginalised, experience inequity and/or discrimination and/or bullying. | <ul style="list-style-type: none"> <input type="checkbox"/> Take up a “Just Therapy” approach which recognises the aspirations of Māori students. <input type="checkbox"/> Recognise and advance the needs of the Rainbow community of students. |
| Confidentiality | <ul style="list-style-type: none"> ● Maintaining client safety by providing a confidential and safe counselling environment, unless safety of client/others is compromised and/or harm is imminent. | <ul style="list-style-type: none"> <input type="checkbox"/> NZAC policy on confidentiality is adhered to. <input type="checkbox"/> Physical location of offices appropriate to confidentiality of clients. <input type="checkbox"/> Confidential booking system used. |
| Referrals | <ul style="list-style-type: none"> ● Recognising when confidentiality is extended to allow appropriate referral pathways. ● Referring to appropriate agency alongside student and/or whānau. | <ul style="list-style-type: none"> <input type="checkbox"/> Able to respond appropriately to clients’ needs and refer as necessary. <input type="checkbox"/> Has network of agencies in place. |
| Provide a counselling/guidance service which honours the Treaty of Waitangi principles of partnership and participation | <ul style="list-style-type: none"> ● Understand the bi-cultural nature of the school. ● An awareness of Te Āo Māori and Mātauranga Māori. | <ul style="list-style-type: none"> <input type="checkbox"/> Challenge practices of inequity which effect Māori flourishing. <input type="checkbox"/> Grow knowledge and use of te reo and tikanga. |
| Transition of students new to Trident High School | <ul style="list-style-type: none"> ● Assist in the transition programme for Year 9 students alongside Year 13 students. ● Support the training of Year 13 Leaders to facilitate this programme. | <ul style="list-style-type: none"> <input type="checkbox"/> Involvement in: <ul style="list-style-type: none"> ● Powhiri ● Day 1 Orientation Session |
| Work as a team | <ul style="list-style-type: none"> ● Work alongside pastoral colleagues as a team in order to ensure holistic support for students. ● Develop and maintain strong collegial working relationships. | <ul style="list-style-type: none"> <input type="checkbox"/> Work alongside the nurse, Deans, Learning Support Co-ordinators and key Pastoral Support Staff. <input type="checkbox"/> Recognise scope of practice within a team approach. |

Professional

- Involved as active member in appropriate professional associations, eg. PPTA, NZAC.
 - Involved in regular, external, professional supervision 12 times per year [minimum].
 - Keep up-to-date with current research and literature.
 - Will attend necessary in-service training courses to help keep up with current professional practice.
- Active membership to continue.
 - Supervision to continue.
 - Set time side for professional reading and research.
 - Continue to attend regular in-service training as appropriate.

Crisis Intervention

- Available to participate in school's crisis (trauma) intervention team, as required.
- Continue to be active in school's intervention team.

Wellbeing, Hauora and Wairua

- Be knowledgeable of Te Whare Tapa Whā and the Five Ways to Wellbeing
- Be able to contribute to the school Wellbeing Strategic Policy development and implementation.

Staff

- Involved in informal meetings with new staff members and assisted in providing for their support.
 - Available to provide personal/professional counselling and support.
- Meetings will continue.
 - Continue to be available for staff counselling.
 - Have an awareness of the Staff Wellbeing referral programme.

Assisting in making the school a safe, harmonious place for both students and staff.

- Challenge school practices that work against diversity and inclusivity.
 - Contribute to school wide initiatives to positively influence school culture and wellbeing.
 - Participate in staff meetings to achieve this.
- Participate in staff meetings and take initiative.
 - Participate in creating a safe community which challenges bullying practices based on gender, sexual orientation, race, ability and ethnic background.

Mediation

- Available for Restorative Mediation Meetings and Conferences between students, staff and student,
- Called upon to use restorative mediation skills.

whānau and staff, whānau and student.

Responsible to: HOD Guidance, Angela Barr and AHOD, Paul Barr.

Commented [1]: AHOD