


POSITION DESCRIPTION

POSITION:	Guidance Counsellor	
STATUS:	Fixed term	
TIME:	Full-time, Monday – Friday 8.00am to 4.30pm Term time only plus Week 0 and 5 other days throughout the year for professional planning and development.	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	<p>Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all-round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.</p> <p>Key to the achievement of this vision is the School’s strategy of attracting and retaining the Best People.</p>	
VALUES	<ul style="list-style-type: none"> ● Progress with Vision, Integrity, and Love 	
LINE MANAGEMENT:	<ul style="list-style-type: none"> ● Reports directly to the Head of Wellbeing. ● Clinical Line Manager: Clinical Lead Counsellor 	
KEY RELATIONSHIPS:	<ul style="list-style-type: none"> ● Executive Principal, Senior Leadership Team (Junior, Middle and Senior School Principals) ● Well-Being team ● Students and their families/whanau ● Deans and teachers 	
SALARY:	Negotiated	
JOB PURPOSE	<p>The Guidance Counsellor is responsible for counselling students and families/whanau, working within the NZAC Code of Ethics. Responsible for supporting the network of delivery of pastoral care systems to meet the needs of the school community to ensure a safe and inclusive climate in the school, free of intolerance and harassment. To act as a positive change agent within the school community.</p>	

Accountabilities	Responsibilities & Expectations	Performance Indicators
<p>1. Counselling</p>	<ul style="list-style-type: none"> • Counsel students as required, both self-referrals from students, staff, and families/whanau as well as agencies. • Oversee any traumatic incidents in line with the school's policies and guidelines, providing specialist advice. • Ensure student data is checked in Synergetic and Noted and the database is updated and maintained on a regular basis. • Provide reports to the Principals as requested. • Support teachers, Principals and parents with information and resources as needed. • Provide mediation and conflict resolution to students and their families/whanau. • Support students, families/whanau, and staff with traumatic events in students' lives. • Facilitate programmes in the school as needed for relevant student related issues. • Help with students with special needs as required and behave in ways that articulate, support and furthers the School's strategic vision. • Model positive behaviours, which supports the School's code of ethics, core values and the New Zealand Association of Counsellors Code of Ethics. • Represent the school and participate as a member of internal and external committees and organisations as required. • Attend School Camp/s to support at-risk students. 	<ul style="list-style-type: none"> • Students, staff, and their families/whanau feel cared for, supported, and respected in terms of their well-being. • Traumatic incidents are handled professionally, in line with our policies and in a timely manner. • Synergetic/ Noted is updated and maintained so all students/ staff data is accurate and available when needed. • Reports are accurate, presented professionally and delivered in a timely manner as requested. • Teachers, Principals, and parents feel well supported with reference information and resources relating to student challenges. • Students and their families/whanau feel well supported through periods of conflict. • Students and their families and teachers feel well supported with a crisis or trauma. • Programmes are delivered professionally to relevant parties; students, teachers and/ or families on relevant issues relating to students. • Students with special needs are dealt with in a professional manner and special exam conditions are facilitated to meet the needs of the individual. • Evidence of support for the School's vision and strategic plan. • Personal conduct reflects the core values of the School. • Represented the school in relevant organisations and committees.

Accountabilities	Responsibilities & Expectations	Performance Indicators
		<ul style="list-style-type: none"> Attendance at camp to support students as needed.
2. Administration	<ul style="list-style-type: none"> Provide guidance for budgets as needed. Provide input into the annual report for Principals and Board as required. Contribute to the development of relevant policies and procedures. 	<ul style="list-style-type: none"> Costs are kept within budget. Evidence the annual report for Principals and Board is accurate and delivered on time. Policies and procedures are developed, signed off and regularly reviewed as required.
3. Health & Safety	<ul style="list-style-type: none"> Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. Ensure so far as is reasonably practicable that steps are taken to keep staff and students safe while on the School grounds or participating in school activities. 	<ul style="list-style-type: none"> Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements. Evidence that risks to staff or students' health and safety have been eliminated or minimised so far as is reasonably practicable, ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events and EOTC RAMS forms.
4. Other	<ul style="list-style-type: none"> Participate in supervision fortnightly. To positively support the character and values of Kristin school. Engage in professional development, workshops, and conferences. Attend relevant school meetings as required. Attend staff meetings. Other duties as requested by the Head of Wellbeing, Principals or Executive Principal. 	<ul style="list-style-type: none"> Attendance and participation at school meetings as required. Evidence of attendance at staff meetings.

Key Selection Criteria

Qualifications, Training & Experience

- Registered Psychologist or Registered Social Worker or member or applicant member of NZAC.
- Two to three years Counselling experience working with children and young people.
- Recent National Police Vetting Check (with results considered satisfactory by the School).

Attributes and Skills

- Proven ability to establish credibility and develop and maintain effective relationships with stakeholders from diverse backgrounds
- Acknowledge and respect diversity of culture, gender, age, disability, religion and sexual orientation
- The proven ability to work as an effective and constructive team member
- Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes
- Skills to be able to identify students or groups of students who are at risk of poor educational and/or social outcomes and develop plans to assist them
- Superior organisational ability with demonstrated self-motivation and initiative in goal setting, prioritising work and managing multiple tasks
- Well-developed problem-solving skills and proven experience in creating solutions
- Outstanding verbal and written communication skills
- Demonstrated personal resilience, including the ability to work in a demanding role
- A high degree of professional judgement and confidentiality
- Ability to develop, promote and implement new and creative initiatives
- A genuine interest and willingness to engage in professional development and learning opportunities
- Flexible, approachable, and consistent in manner
- A high level of energy and vitality.