

**POSITION DESCRIPTION**

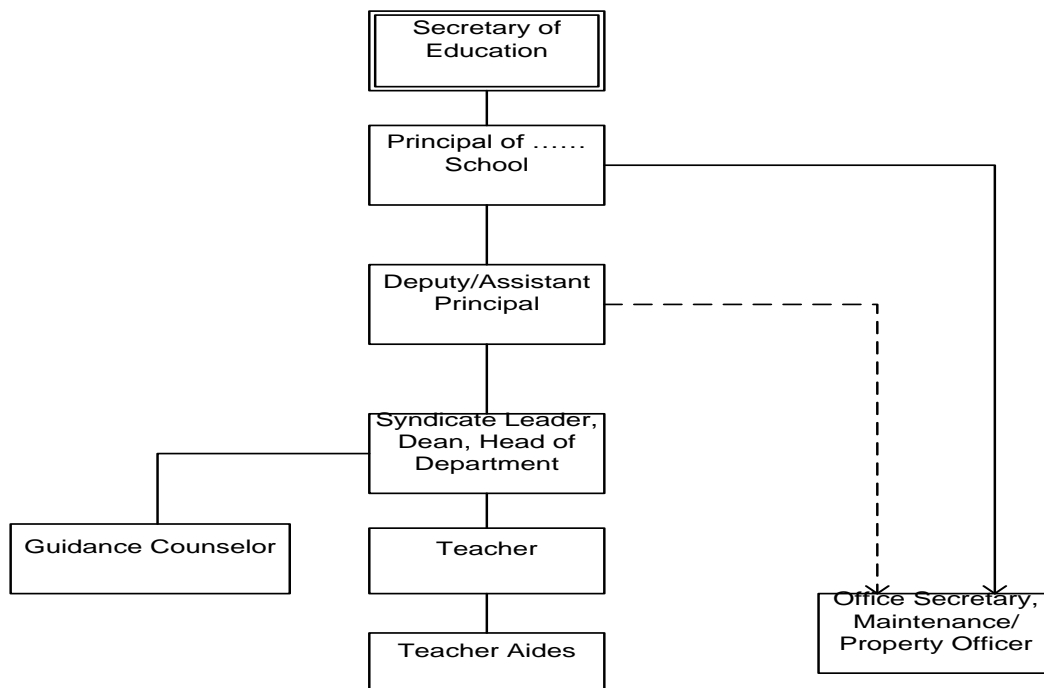
Position Title:	School Guidance Counsellor
Division:	School
Responsible To:	Principal
Responsible For:	
Job Purpose:	<p>To provide effective, quality guidance counselling services, awareness and pastoral support to students, staff and student families through</p> <ul style="list-style-type: none"> • The effective delivery of a professional guidance counselling services utilising best practice instruction • Establishing effective relationships with clients based on mutual respect, confidentiality and recognising the individuality of each person • The effective delivery and maintenance of client pastoral care and support to enhance client well-being • The provision of a safe and healthy counselling and work environment through effective supervision and support • Develop and maintain effective community partnership and engagement with parents, caregivers and stakeholders
Job Classification	
Date:	June 2020

MINISTRY VISION:

Through its vision, the Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports lifelong learning through the provision of quality services.

ORGANISATION CHART:



KEY RESULTS AREA:

K.R.A	Key Performance Indicators
<p><u>Professional Practice</u></p> <ul style="list-style-type: none"> • To offer a professional counselling service to staff, students and student families in accordance with GC guidelines. • To liaise with families, school personnel, community agencies/groups and government agencies to increase opportunities for appropriate interventions and advocacy for students • To take a lead role with senior management and staff to ensure pastoral care systems meet the needs of the school community including crisis management • To help establish a safe and inclusive climate in schools, free of intolerance, harassment and bullying 	<ul style="list-style-type: none"> • A GC service is provided to the school community that meets client’s individual needs • Counselling service is available to other schools when the need arises and as advised by the Ministry • Appointment diary kept and statistics collected to record non-confidential data of clients. • Where appropriate, act as a student advocate at school discipline meetings or family conferences • Client records are kept confidential and secure • Records of home visits, meetings with parents, groups, agencies and departments are kept • School pastoral care and referral systems are maintained and applied consistently • Provides specialist advice to the school and Ministry’s crisis intervention team as required. • Student leadership and special programs are offered and delivered to students, staff and families
<p><u>Programmes</u></p> <ul style="list-style-type: none"> • To develop, plan and deliver preventative guidance programmes for schools (not only in the base school). • To liaise with outside agencies to support and/or run special guidance programmes (eg MOH) • To assist the MoE with the development of MoUs with other agencies as required 	<ul style="list-style-type: none"> • Guidance programmes are delivered to schools and evaluated • Be a resource person with the school community • Agency services are fully utilised to assist in preventative guidance programmes • Outside agencies programmes are delivered by appropriate health and other professionals • MOUs developed

<p><u>Planning & Resource Management</u></p> <ul style="list-style-type: none"> • To prepare an annual GC Centre strategic plan, management document and budget • All policy, procedures and practices to guide the service are documented • To ensure that there is ongoing evaluation by clients and stakeholders of the service to improve delivery • To keep an inventory of all assets and resources available in the Centre 	<ul style="list-style-type: none"> • Strategic plan developed and is reflected in the overall school's strategic plan • Special programmes involving outside agencies or individuals are planned and funding is available • The Centre manual, policies, procedures and annual report are prepared and are current • Regular feedback and reports are available to school management and the Ministry • An annual report is prepared for the Principal according to reporting requirements. • Set priority list and purchase resources - Inventory and assets register
<p><u>Professional Development and Supervision</u></p> <ul style="list-style-type: none"> • Keep up-to-date with all relevant aspects of guidance counselling • To have current knowledge of best practice principles that can be applied to the counselling situation. • To undergo GC supervision, training, and professional development in consultation with the school and Ministry 	<ul style="list-style-type: none"> • Keeps abreast of changes in guidance counselling best practice • Regularly reflects on and reviews personal performance • Demonstrates a commitment to personal growth and development • Participates and contributes to whole school, subject or syndicate professional meetings including those held out of school • Participates in regional or national workshops including those held during the holidays • Professional development requirements are met and a supervision diary is kept current
<p><u>Contribution to School</u></p> <ul style="list-style-type: none"> • To participate in all activities pertaining to the school, in particular duties, meetings, and extra curricula activities • To establish and maintain effective and cooperative working relationships with and between colleagues 	<ul style="list-style-type: none"> • Willingly participates in school activities, including those held out of school hours • Builds positive relationships with the community • Actively supports decisions taken by syndicate or school • Reasonable request for information are met in a timely and obliging manner adhering to GC guidelines
<p><u>Professional Conduct</u></p> <ul style="list-style-type: none"> • Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service • Participate fully and effectively in the performance management system 	<ul style="list-style-type: none"> • Demonstrates professional conduct at all times • Complies with the values and code of conduct of the CIPS • Complies with the requirements of the MOE GC performance management system and GC and teacher's code of ethics • Meets all expected deadlines and reporting requirements as directed by the Principal

WORK COMPLEXITY:

<p><i>Indicate Most challenging duties typically undertaken:</i></p>	
<p>1</p>	<p>A comprehensive knowledge and understanding of relevant and current guidance counselling practice and theory, underpinning the provision of timely high quality professional GC service.</p>
<p>2</p>	<p>To lead and make considered judgments and decisions in tense and often in life threatening situations, such as self-harm situations e.g. suicide watch and prevention across all schools</p>
<p>3</p>	<p>Managing and providing close support for clients and their families that assure their physical and mental health and safety before and after consultation or a traumatic event</p>
<p>4</p>	<p>Ongoing self-review of ones practice to inform alternative guidance counselling approaches and methodologies, including compilation of statistics for stakeholder review and analysis</p>

5	Maintaining confidentiality at all times and understand and maintain the boundaries for such.
6	Interacting and developing relationships with other staff members, schools and the Ministry in order to attain programme goals and objectives.
7	Interact and serves as a liaison to community organisations, government agencies and members of the public to meet programme goals and requirements.
8	To represent the interest of guidance counseling on various committees in government agencies, NGO, community groups and parent forums in collaboration with the Ministry of Education
9	Prepare, implement and review the schools' Guidance Counselling strategic plan and policies including the judicious management of available resources and their use.

AUTHORITY:

The Guidance Counsellor has the following levels of authority:

Financial	Nil (Prepare a Centre budget and strategic plan, keep records of inventory and assets, follow financial practices as set down by the Ministry with regards to purchasing, inventory control and asset management.)
Staff	Nil (Consultation with staff regarding relevant student casework, provision of counselling services)
Contractual	N/A

FUNCTIONAL RELATIONSHIPS:

The Guidance Councillor is required to undertake the following human relations skills in dealing with other personnel and external contacts.

Internal	Nature of Contact:	External	Nature of Contact
Principal and Senior Staff	GC program support, student management, areas of responsibility, school operations, attendance, performance and other matters as required (Heavy)	Government Agencies (MOH, Police, Min. Internal Affairs, MoJ) and NGOs (Punanga Tauturu, Men's Rotaianga etc)	As specific to the school guidance counselling programmes and the health and safety of clients and other matters as required (Routine)

School Staff	Provision of collegial and professional support, guidance counselling support and other matters as required (Heavy)	Community Services/groups (Religious, sports, cultural, pastoral)	Assistance, support, resource provision and other matters (Routine)
Students	Guidance counselling, pastoral care, extra-curricular activities and other relevant issues (Heavy)	Professional Counsellor's and Counselling Associations (CIAC, NZAC etc)	Guidance counselling supervision, support, current initiatives and specific resources, (Routine)
Students' Families	Liaise on guidance counselling issues, behaviour and other matters of relevance (Heavy)		
Guidance & Pastoral Care Advisor, MOE	GC Support, supervision, professional development, representation on committees and other matters (Heavy)		
Ministry of Education administration	Employment matters including payroll, leave, and other matters as required. (Light)		

PERSON SPECIFICATION:

Qualifications

Level of education required to perform the functions required of the position of Guidance Counsellor. This combines formal and informal levels of training and education.

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
<ul style="list-style-type: none"> Bachelor's degree in Social Work or a related Health field and Current registration with a professional counselling association such as the CI Association of Counsellors or NZ counterpart, and CI Limited authority to teach registration 	<ul style="list-style-type: none"> Teaching qualification Full teacher registration Post Graduate Qualification in Counselling, Social Work or related Health field

Knowledge / Experience

The length of practical experience and nature of specialist or managerial familiarity required. This experience is in addition to formal education.

Essential: (least number of years to be competent)	Desirable: (target number of years you are looking for)
<ul style="list-style-type: none"> A minimum of 3 years' relevant tertiary study and practice in social work or related field Five years' experience in counselling and/or social work with young people in a medium to large school setting or similar 	<ul style="list-style-type: none"> A minimum of 4 years' relevant study and practice Six or more years' experience in a counselling role with at least two years in a senior counselling position, preferably in a large school

Key Skills /Attribute / Behaviours

Expert	<ul style="list-style-type: none"> • Effective provision of guidance counselling services to the school community • The relevant and appropriate application of guidance counselling theory and practice • A range of behaviour management strategies • Clear and effective communication in a range of situations • Always assessing and planning to minimise risks to students' health safety and taking appropriate action • Undertake teaching responsibilities as required in preventative and awareness mental health programs
Advanced	<ul style="list-style-type: none"> • Ongoing monitoring, evaluation and self-review of one's own performance and practice • Collaborative and collegial; honest, motivated, flexible, adaptable, innovative and reliable • Managing school resources effectively • Clearly communicating and consistently applying school's behaviour management policy to students (expected behaviours and consequences for unacceptable behaviour) • Promoting indigenous culture and language • Manage and supervise other guidance counsellors (as appropriate)
Working	<ul style="list-style-type: none"> • Further developing one's own knowledge and skills • Actively participating in professional development • Undertaking professional reading relevant to Health and/or Counselling related fields. • Identifying and mitigating risks to student achievement, health and safety • IT Level 3 competency achievement • Systematic approach to problem solving • Ability to be professional and approach challenges professionally
Awareness	<ul style="list-style-type: none"> • Knowledge of external developments and innovation in education that are relevant to each respective school context • Government legislation and policies particularly those related to health and education

CHANGE TO JOB DESCRIPTION:

Changes to the Job description may be made from time to time in response to the changing nature of the Ministry's work environment - including technological or statutory changes.

Head of Ministry – Secretary of Education

Date

Employee

Date