



Peninsula Grammar School

Date:
08/09/21

Position Description

Position Title	School Counsellor
Reports to (Position)	Head of Wellbeing
Location	Melbourne, Australia
Employment Status	Part-time (FTE 0.655 – Term Time Only), Ongoing

Components of this Position Description	
1	Organisational Profile
2	Position Objective
3	Key Stakeholders
4	Core Responsibilities and Accountabilities
5	Key Capabilities and Competencies
6	Qualifications, Registrations and Experience
7	Additional Information and Special Conditions

This Position Description is a summary of the core responsibilities and expectations of a School Counsellor. The incumbent may be directed to perform other functions to support the organisation to achieve its objectives.

1. Organisational Profile

Peninsula Grammar School (PGS) is a coeducational school of excellence, which fosters the full and balanced development of each child. In caring for students and their learning, we encourage them to take up life's challenges both at the School and beyond. The School values a spiritual and moral view of life that prizes the highest standards of personal character with a Christian ethic of service and concern for others.

The Principal is the Chief Executive Officer of the School. The Principal leads the School Senior Leadership Team, the members of which play a significant role in developing, implementing and evaluating School policy. Ultimately the responsibility for the leadership and management of the School rests with the Principal.

All employees of Peninsula Grammar have a responsibility to:

- Reflect and nurture the aims and philosophy of the School in the course of their work
- Through the example displayed in their approach to their work, energise fellow staff, students and parent by fostering quality relationships and community development
- Provide effective role modelling through the use of appropriate conflict resolution and negotiation skills
- Maintain strict confidentiality and support for the School
- Maintain professional competence and current knowledge in educational trends
- Maintain a client-centred approach to all aspects of their work.

Employees are appointed by and act under the direction of the Principal, through the School Leadership Team. The appointee to this position will be required to participate in a regular performance review in accordance with the School Professional Review and Development Program.

PGS is committed to promoting diversity and inclusion at the workplace and expects employees to consistently demonstrate its values through the quality of their work performance and conduct.

2. Position Objective

The School Counsellor is responsible for delivering quality pastoral care and wellbeing programs at Peninsula Grammar



3. Key Stakeholders

Internal

- Principal and Deputy Principal
- Heads & Deputy Heads of School
- Year 5 – 9 Wellbeing Coordinators
- Heads of House
- School Chaplain
- Head of Learning support
- Heads of Boarding
- Health Centre Staff
- Teachers and Staff
- Students

External

- Parents and Families
- Members of the School Community
- Contractors and Visitors

4. Core Responsibilities and Accountabilities

Reporting directly to the Head of Wellbeing, the School Counsellor is a key player in the delivery of quality pastoral care and wellbeing programs at Peninsula Grammar. The incumbent is expected to develop a full understanding of, and play a significant role in the welfare, support, and pastoral care needs of students in the School. The position works closely with the Head of Wellbeing, the Heads of Junior, Middle, Pre-Senior and Senior Schools, the Year 5-9 Wellbeing Coordinators, Year 10-12 Heads of House, School Chaplain, Head of Learning Support, Heads of Girls/Boys Boarding Houses, other School Counsellors and Health Centre staff on wellbeing issues. The incumbent is expected to play a significant role in the development and implementation of wellbeing programs and initiatives within the School.

Counselling

- Experience in providing counselling support to children and or young people using a range of evidence based therapies including Narrative Therapy, Solution focused therapy, and or CBT.
- Counselling must take into account a systemic approach in working with students at the school.
- Willingness to continue professional development to enhance counselling skills.
- Familiarity and experience with evidence-based group programs for mental health issues and resilience building.
- An understanding of when to appropriately refer to an external professional.
- Developing links with external professionals and agencies and liaising with them.
- Working and liaising with families.

Assessment, Intervention & Wellbeing

- Counsellor should be able to identify mental health issues and determine the level of concern or risk for that student.
- Counsellor should have good engagement skills with young people be able to work with students in a short term intervention and also respond to crisis support when required.
- Knowledge and understanding of mental health and developmental issues and their relationship to child and adolescent development.
- Comprehensive understanding of self-harm and risk assessments and appropriate responses.
- Familiarity of evidence-based programs.
- Willing to work collaboratively with staff members on the development of preventative programs.
- Working alongside key staff members in the roll out of wellbeing programs



Position Description

Strategic

- Recognise trends emerging in the school community and plan coordinated proactive initiatives.
- Collaborate with leading staff of the school in policy writing, strategic outcomes of the School.
- Have a sound understanding of the strategic direction of the School and assist in its development

Professional Learning

- Provide and facilitate professional learning and information for teaching staff.
- Provide professional learning and information to parents.
- Consult with relevant staff regarding management of individuals, groups or events.
- Become aware of trends occurring across year groups, staff and parents and plan intervention accordingly.

Administrative

- Keeping and maintenance of individual records, files and notes
- Collection, collation and maintenance of practice related data, e.g. caseload, trends, presenting issues.
- Informing relevant staff of current referral issues and suggest strategies to manage these.

Workplace Health & Safety

- Adhere to all health and safety regulations
- Report any equipment or incident that is hazardous or has the potential to affect the health and safety of the Peninsula Grammar workplace and its people.

Child Safety

- Ensure adherence to all student safety standards and mandatory reporting requirements
- Attend training to maintain compliance with all child safety legislation, standards and regulations
- Complete all mandatory training in a timely manner
- Escalate and report all matters related to student safety immediately
- Understand and work diligently to deliver student duty of care accountabilities.

5. Key Capabilities and Competencies

The incumbent is expected to have established knowledge, skills and competencies to be effective in this role:

- Knowledge of current evidence on management of traumatic incidents.
- Participation in the development and review of school policies and plans for critical incident response.
- Assisting with school wide management of, and response to, critical incidents and emergencies
- Familiarity with PsyBA mandated APS Code of Ethics and Guidelines.
- Sound communication skills – written and verbal
- Excellent interpersonal and customer service skills
- Effective organisational skills to deliver on outcomes and tasks within the required timeframe
- Excellent comprehension – written and verbal
- Exercise strict confidentiality and discretion
- Strong working knowledge of Microsoft Office and collaborative working platforms
- Work effectively in a demanding and changing work environment
- Contribute to a culture of continuous improvement and operational excellence for 'One School', through the positive embracing and implementation of change
- Satisfactory level of health and fitness to competently undertake the inherent requirements of the job
- Ability to multi-task and manage time effectively to deliver on priorities



6. Qualifications, Registrations and Experience

Qualifications & Registrations

- Must be registered under the professional body for psychologists, social workers or family therapists
- Current Working with Children Check (essential)
- Current First Aid – HLTAID003
- Previous experience working within a School setting.

Experience

- Previous experience in co-educational, independent Schools will be well regarded.
- Experience working in a team environment and demonstrated success in being a collaborative and effective team member is required.
- An ability and willingness to work collaboratively with others on a range of issues.
- Sound written and verbal communication skills.
- Demonstrated high level computer skills.
- Demonstrated ability to work both independently without supervision and within a collaborative team environment.
- Demonstrated highly developed counselling skills with capacity to interact with students, parents and staff.
- Demonstrated experience working within and developing pastoral care programs.
- Sound knowledge of the education sector and previous experience in the independent school sector is preferred.
- Sound knowledge of current psychological and pastoral theory and practice.
- Demonstrated understanding of the needs of children and adolescents.
- An understanding of Health and Physical Education curriculum and Social and Emotional Learning is desirable.
- Strong interpersonal skills with the ability to build rapport, provide guidance and assistance and develop internal and external relationships.
- Sound planning, analytical and conceptual thinking skills with the ability to translate these skills to proposals that support the School's objectives.
- Demonstrated problem solving skills with the ability to think logically and laterally.
- Strong organisational and time management skills with the ability to meet prescribed deadlines and concurrently manage competing tasks.

7. Attributes

The following attributes will be relevant to support the incumbent in performing this role:

- Friendly and courteous manner
- High level of positive initiative
- Team-driven ('One School')
- Clear sense of personal accountability
- Good leadership
- Strong work ethic
- Honest, trustworthy and respectful
- Display empathy, commitment and resilience
- Reliability and punctuality
- Embracing of change and improvement
- Genuine interest in the School, students and families in the School Community



Position Description

8. Additional Information and Special Conditions

- As a member of the School staff, the incumbent is committed to the Aims and Philosophy of the School
- In all matters concerning employment, this position is ultimately responsible to the Principal. However, for practical purposes, these functions are delegated to the Business Manager. In its day-to-day duties, the role will be responsive to the needs of the School
- Employment conditions are as detailed in the Educational Services (Schools) General Staff Award 2010) and the National Employment Standards. The position is graded at School Administrative Services Grade 3 in the Award.
- Work attendance outside of ordinary school hours is required where directed to support events, functions and programs.

• **Core Demands**

PHYSICAL DEMAND	RARELY <15%	OCCASIONALLY 15-30%	REGULARLY 30-85%	FREQUENTLY >85%
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Standing	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Running	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Exposure to noise	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Climbing (steps / stairs)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Working from heights (>2metres)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual handling (>5kgs)				
Lifting	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>