

Job Description for School Counsellor

Primary Task

The School Counsellor:

- Is called to serve in their office under the Lordship of Christ, faithfully executing the responsibilities detailed in this description.
- Should understand the direction of the School (as articulated by the Board) and serve within the authority of the Administration Support office to assist in the realisation of this direction.

Job Details

Responsible to	Executive
Holidays	School holidays (not Work-breaks), including a pro-rata amount of four weeks paid annual leave taken during non-term time.
Conditions	Educational Services (Schools) General Staff Award 2020, and the National Employment Standards (NES) within the Fair Work Act 2009

Our Vision

Seeking the Kingdom of God in Education

Our Mission

We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.

Preamble

1. Mount Evelyn Christian School's (MECS or "the School") educational objectives are encapsulated in the School's Mission and Vision, the Educational Creed (which seeks to describe a biblical world-view underlying Christian teaching and living) and more specifically in its Transformational Education Framework. The School is a member of the umbrella organisation Christian Education National (www.cen.edu.au).
2. The heart of employment arrangements is to establish a dynamic, Christ-centred and mutually supportive framework between the School Counsellor and the School (through its appropriate leadership personnel) to assist in fulfilling its mission and vision.
3. The relationship between the School and the School Counsellor shall be characterised by love, humility and service as taught in the Scriptures. Both share a common mission and a confidence that each will act in the best interests of the other in order that God's Kingdom may be advanced.
4. Employment arrangements between the School and the School Counsellor presuppose a biblical view of all offices which allows every person, by virtue of being a representative of God, to hold one or more offices to serve the Lord, and for which special competence has been given by the Lord. All such offices acknowledge an appropriate God given authority, which is also recognised, respected and upheld by the school community. These arrangements also presuppose that such arrangements between Christians shall reflect the commitment to one another's welfare, sense of justice and desire to encourage what is taught in the Scriptures. These arrangements are between brothers and sisters in Christ, who recognise the gifts and roles of one another, and who desire that these gifts and roles can be exercised confidently and effectively for the benefit of the whole community.

Tasks Include

Support for Students:

1. Provide effective and appropriate counselling to students, which also may include referral to external professionals, organisations, agencies or programs.
2. Develop collaborative relationships with staff, parents/caregivers and the wider community to ensure best practice in student support.
3. Initiate programs and participate in existing programs to foster resilience and wellbeing.
4. Proactively seek to find solutions to existing problems through discussion and direction from the Section Coordinators.
5. Maintain effective communication with staff, school management and parents/caregivers to provide appropriate feedback about their child and make recommendations for ongoing support.
6. Be willing to attend and participate on school camps, as directed by the leadership team.

Support for Teachers:

1. Ensure that teachers are informed about the role of the Counsellor and understand the process for referral.
2. Support teachers as the primary pastoral carers for the students in their class.
3. Assist teachers to identify, understand and respond to students with emotional and behavioural challenges.
4. Offer initial counselling/debriefing for a teacher who may be in distress, but encourage and refer teachers to external counselling organisations if further support is required.
5. Support teachers with providing wellbeing resources (where applicable), and lead and/or support relevant Wellbeing events.

Support for Parents:

1. Understand the role of parents as partners in Christian Education.
2. Liaise with parents regarding ongoing support and/or referral for their child.
3. Work to ensure ongoing collaboration between all key stakeholders in the support of students (i.e. parents, school staff, external professionals/organisations).
4. Make parents aware of outside organisations where further support may be required.

Administration:

1. Keep thorough records of all counselling sessions ensuring official legal retrieval of records is accessible if necessary.
2. Develop effective working relationships with the Wellbeing Team, Education Support, Section Coordinators, Assistant Principals and Community Relations.
3. Assume duties in the role as a member of the Critical Incident Management Team.
4. Develop a working knowledge of current, relevant legislation and legal requirements.
5. Attend relevant meetings.

Risk Management:

1. Report directly to the Principal or Assistant Principals on any matters relating to Child Protection.
2. Ensure Mandatory Reporting requirements are followed.
3. Develop knowledge of OHS policies and their application in the workplace.

Personal Growth and Review:

1. Develop and clarify understanding of the nature and purpose of Christian Education.
2. Seek out suitable Professional Development and training.
3. Participate in an annual Professional Learning Conversation.

4. Nurture all aspects of personal well-being.

Key Competencies:

1. Tertiary Qualifications in Psychology, Social Work or related discipline, and registration with appropriate professional organization.
2. Willingness to support the Vision and Ethos of MECS.
3. Expertise in identification, case formulation and counselling of students.
4. Have a demonstrated understanding of child and adolescent development.
5. Competence in trauma-informed approaches.
6. The ability to utilise a range of evidence-based therapies as appropriate to the situation, for example, play therapy.
7. The ability to develop positive, professional relationships with staff, parents, and the overarching MECS community.
8. Ability to work independently and as part of a team.
9. The ability to collaborate with Education Support in formulating programs for students requiring extra support.
10. Excellent written, verbal and electronic communication skills.
11. Demonstrate initiative, flexibility and confidentiality.
12. A Current Working with Children Check.