Job Description
Guidance Counsellor

Responsible to	Principal, HOD Counselling, Deputy Principals
Working Relationship	HOD, staff and students
Hours of work	Fixed Term 0.2FTTE. The reason for fixed term is this is study leave and refreshment leave vacancy. 28 January 2027 – 9 April 2027

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 ākonga 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.

1. To be competent in the dimensions of the Professional Standards – Criteria for Quality Teaching as outlined in the Secondary Teachers' Collective Employment Contract and The Registered Teachers' Criteria as outlined by the NZ Education Council.
2. Adherence to the Trident Code of *Quality Work* and *Respect for Others* as it applies to teachers.
3. Trident is a Google School and it is expected of all staff that they will carry out the training related to Google.
4. Administrative requirements of the school are met.
    a. Filing/record-keeping is done regularly.
    b. All correspondence is dealt with promptly.
    c. Duty responsibilities are met.
    d. Form teacher responsibilities are met.
    e. Attend meetings where required, notably staff briefings and meetings on Monday/Friday mornings and departmental or deans meetings on Monday afternoon

5. General Responsibilities

Performance is based on the key tasks below:

JOB DESCRIPTION

Key Tasks	*Expected Outcomes*	*Performance Indicators*
To provide a confidential counselling/guidance service for ākonga, 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.
Guidance Department Administration	• Appropriate case notes kept of students, staff, caregivers and others seen each day. • Phone calls, emails and Kamar messages returned.	❑ Attendance at Deans' Meetings ❑ Statistics forms completed
Advocacy	• Responding to specific client needs by voicing them in the appropriate forum/s. • Advocating on behalf of student and student groups who may be marginalised, experience inequity and/or discrimination and/or bullying.	❑ Has spoken on behalf of student wellbeing and hauora. ❑ Take up a "Just Therapy" approach which recognises the aspirations of Māori students. ❑ Recognise and advance the needs of the Rainbow community of students.
Confidentiality	• Maintaining client safety by providing a confidential and safe counselling environment, unless safety of client/others is compromised and/or harm is imminent.	❑ NZAC policy on confidentiality is adhered to. ❑ Physical location of offices appropriate to confidentiality of clients. ❑ Confidential booking system used.
Referrals	• Recognising when confidentiality is extended to allow appropriate referral pathways. • Referring to appropriate agency alongside student and/or whānau.	❑ Able to respond appropriately to clients' needs and refer as necessary. ❑ Has network of agencies in place.

Provide a counselling/guidance service which honours the Treaty of Waitangi principles of partnership and participation	• Understand the bi-cultural nature of the school. • An awareness of Te Āo Māori and Mātauranga Māori.	❑ Challenge practices of inequity which effect Māori flourishing. ❑ Grow knowledge and use of te reo and tikanga.
Transition of students new to Trident High School	• Assist in the transition programme for Year 9 students alongside Year 13 students. • Support the training of Year 13 Leaders to facilitate this programme.	❑ Involvement in: • Powhiri • Day 1 Orientation Session
Work as a team	• Work alongside pastoral colleagues as a team in order to ensure holistic support for students. • Develop and maintain strong collegial working relationships.	❑ Work alongside the nurse, Deans, Learning Support Co-ordinators and key Pastoral Support Staff. ❑ 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 and take initiative. ❑ Participate in creating a safe community which challenges bullying practices based on gender, sexual orientation,

	• Participate in staff meetings to achieve this.	race, ability and ethnic background.
Mediation	Available for Restorative Mediation Meetings and Conferences between students, staff and student, whānau and staff, whānau and student.	❑ Called upon to use restorative mediation skills.