JOB DESCRIPTION
Guidance Counsellor

Reports to: Head of Kia Tū Māia Counselling Department
Principal

Purpose of position:

- To offer counselling opportunities to students, working within the NZAC Code of Ethics.
- To work collaboratively with all staff in their counselling and teaching roles to create conditions in which students can meet their potential.
- To network within and outside the school to ensure that individuals are assisted to find appropriate information and help for themselves.
- To help to establish a safe and inclusive climate in the school, free of intolerance, harassment and bullying.
- To act as an agent for positive change within the school community.

Terms of employment

- This is a part-time, fixed-term position for 2027 to cover for a colleague on study leave.
- This position is governed by the terms of the STCA.

Hours of work:

- 0.2 FTE, one day per week, 8.30am – 4.30pm

Delegations and authorities:

- None

Relationships:

Internal	**External**
Principal Deputy Principals Assistant Principal Team of kaiwhakamāia/counsellors Careers & Pathways staff Deans Rōpū teachers Heads of Faculty Other staff Students	Parents and caregivers Outside agencies and community groups Professional Supervisor

Person specification:

The Guidance Counsellor will:

- Have an empathy with Wellington High School's WERO.
- Possess a first degree or qualifications relevant to the position of School Counsellor.
- Have relevant experience in the area of counselling students.
- Have an understanding of themselves that allows them to maintain a high level of self-esteem to accept their strengths and weaknesses, their successes and failures. The Counsellor should be emotionally stable, self-confident, reliable, self-motivated, resilient and trusting of others.
- Be sensitive to the needs and feelings of others. This must include an acknowledgement of and respect for differences stemming from culture, gender, age, disability and/or sexual orientation. Applicants should demonstrate an understanding of the Treaty of Waitangi.
- Have proven oral and writing skills, an ability to communicate ideas clearly and concisely, and have effective interpersonal communication skills particularly with adolescents. A sense of humour would be helpful.
- Provide evidence that they are accepted and respected by others and are able to work effectively and constructively with them.
- Have organisational skills that enable effective and flexible use of time and fulfil the tasks of coordinator and facilitator.
- Be aware of the professional responsibility for confidentiality and how this applies to counselling (see NZAC confidentiality guidelines).
- Attend to their own wellbeing.

Key Tasks

1. Counselling
    - Accept self-referrals from students.
    - Accept appropriate referrals from staff, families/whānau and outside agencies.
    - When appropriate, meet with students and their families/whānau.
    - Provide specialist advice to the school's crisis intervention team, as required.
    - Facilitate group counselling sessions, e.g. grief, emotional regulation etc.
    - Keep appropriate records of counselling work, ensuring they are kept securely and confidentially.
    - Support the senior leadership team and Deans to put in place safety/ support plans for students and staff when needed.

2. Programme Work
    - Co-ordinate and/or assist with the preparation, delivery and evaluation of therapeutic programmes to meet the various needs of students.

3. Administration
    - Complete documentation in relation to referrals to outside agencies/community groups.

4. Liaison
    - When appropriate, act as student advocate, e.g. at return to school safety/ support plan meetings, Board of Trustees Discipline Committee meetings, Family Group Conferences, restorative meetings, etc.
    - Act as a consultant and resource person within the school community.
    - Liaise with outside agencies e.g. CAMHS, Oranga Tamariki, health providers, Police, Ministry of Education, Family Court, iwi/hapū organisations, etc.

5. Professional Development
    - Participate in regular supervision. A minimum of three times per term.
    - Engage in professional development when needed/possible.
    - Maintain professional registration with NZAC or equivalent organisation.
    - If appropriate, engage in the school's teacher professional growth cycle process and maintain teacher registration.