



Guilford
Young
College

Student Counsellor

Limited tenure, Leave replacement
5 days per week, Term time only
29 April to 29 September 2024

FTE 0.83

Application Package for Applicants

Applications Close:
Wednesday 27 March at 4.00pm

General Information

Catholic Education Tasmania (CET) is a community of thirty-eight schools and colleges serving over 16,000 students and their families across Tasmania supported by the Tasmanian Catholic Education Office (TCEO).

The Archdiocese of Hobart covers the State of Tasmania. The Archbishop of Hobart authorises the existence of all Catholic Education institutes in Tasmania.

Under the governance of the Catholic Education Commission of Tasmania (CECT), Tasmanian Catholic Education Office (TCEO) is responsible for the oversight, funding and coordination of 38 Archdiocesan schools and three TCEO offices.

The Archbishop delegates responsibility to other key bodies including the Catholic Education Commission Tasmania (CECT), the CET Executive Director, School Boards and other groups that support Catholic schools.

Employees are to be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools.

The TCEO, established in 1959, is the central administrative and co-ordinating body for the multi-faceted and diverse mission of Catholic education in Tasmania. One of its prime functions, under the CET Executive Director, is to co-ordinate the provision of Catholic education at all levels and to communicate and negotiate with appropriate authorities on behalf of all Catholic schools in Tasmania.

Some key documents include:

- The Archbishop's Charter for Catholic Schools
- The Tasmania Catholic Education Single Enterprise Agreement 2018
- CECT Constitution
- CECT Policies
- School Policies

For further information click the following links to access the CET and school website:

catholic.tas.edu.au

Application for Employment

Position:	<i>Please select role/s</i>
<input type="checkbox"/> Student Counsellor	

Family Name		Given Name(s)	
Postal Address			
Telephone:	Work <input type="checkbox"/>		Home <input type="checkbox"/>
	Mobile <input type="checkbox"/>		please tick preferred contact number
Email Address:			

Educational Qualification – Detail Highest Academic Qualification Awarded

Qualification			
Institution		Year Awarded	

Tasmanian Teacher Registration Number (if applicable)		
Catholic Education Accreditation Level Attained (if applicable)		
Working with Vulnerable People check		

Referees

Please provide the names of three referees who are able to comment on your recent work experience and skills.

Name	
Postal Address	
Phone Number	
Email Address	
Name	
Postal Address	
Phone Number	
Email Address	
Name	
Postal Address	
Phone Number	
Email Address	

Signature		date
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Role Description

Role title:	Student Counsellor
Classification:	Wellbeing, Level 4
School:	Guilford Young College
Is responsible to:	Head of Counselling Services
Key relationships:	Teachers, staff, students, parents, volunteers

ROLE ACCOUNTABILITY

The Student Counsellor is accountable for the effective delivery of professional mental health assessments and interventions and wellbeing services at an experienced level that contribute to providing a safe, inclusive and supportive learning environment and enhancing student wellbeing and learning outcomes.

The Student Counsellor works autonomously at a professional level, exercising judgement and discretion to ensure that the needs of students are met, their potential is developed, their learning outcomes are maximised and a sense of their control over their own lives is fostered.

Within the role the Student Counsellor supports the Catholic Identity and Evangelising Mission and works collaboratively with other staff and members of the school community to support students to achieve enhanced learning outcomes.

The Student Counsellor is responsible to the Head of Counselling Services. The Student Counsellor works as a member of the College's Pastoral Team.

CATHOLIC EDUCATION TASMANIA REQUIREMENTS

- Support the mission of the Catholic Church
- Support the Catholic Education Commission Tasmania (CECT) Vision and Mission Statement
- Support the Vision and Mission statement of the individual school
- Nurture the formation of young people through the expression and integration of Catholic beliefs and Gospel values in all aspects of school life
- You must uphold Catholic belief and practice in all the Employee's professional activities and refrain from expressing public opinions or engaging in public activity that, in the reasonable opinion of the Employer, would bring the Employer into disrepute.
- You must be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools

KEY RESULT AREAS

Effective learning outcomes for students

- Support the Pastoral Team in the delivery of wellbeing and mental health services that contribute to the social, emotional, learning and/or behavioural development of students.
- Undertake cognitive, social, emotional and behavioural assessment of students where appropriately trained, report the results of assessments and interventions to parents and teachers, and collaborate to improve learning and wellbeing outcomes.
- Provide counselling to students, individually and in groups, including appropriate short-term therapeutic interventions undertaken within the scope of training, experience and supervision.

- Maintain confidential case files for all students obtaining counselling or assessment in accordance with organisational and professional requirements.
- Work collaboratively with learning support teams, parents and caregivers, and other agencies, to develop appropriate school based support for students.
- Contribute to the development of and planning for students with special needs by assisting in the design and or delivery of educational plans.
- Assist and support parents and caregivers in addressing the social, emotional, and educational development of their children.
- Guide families in referrals to external professionals when required.
- Where appropriate, case-manage and coordinate the provision of services across multi-disciplinary teams for intervention programs for students with high and/or complex needs.
- Communicate to the Director of Student Wellbeing any ongoing difficulties, concerns and successes experienced by students or parental concerns.
- Develop whole school, or particular age/year group personal and/or social skills programs e.g. managing issues of depression, anxiety and stress; eating disorders, bullying and harassment, building skills of resilience or other issues.
- Develop and facilitate group seminars and programs for parents on issues concerned with student mental health and wellbeing.
- Provide support and assistance to school leadership and staff at school, on excursions and special events as required.

Collegial Support

- Ensure that teaching staff are informed about the role of the Student Counsellor.
- Provide information to teachers and school leadership to support their understanding of learning, emotional, social and behavioural issues for students.
- Assist teachers to identify learning, emotional, social and behavioural issues and understand the process for referral.
- Support and collaborate with teachers to deal effectively with student needs.

Risk Management

- Report directly to the Principal on any matters relating to Child Protection and ensure that mandatory reporting requirements are followed.
- Act as necessary, to provide information to the Principal and/or as appropriate, eg Director of Student Wellbeing when relevant issues relating to risk management arise.
- Assist with the development of the school's Critical Incident Plan.
- Respond to and undertake critical incident duties and postvention support services as required.

Professional Requirements

- Maintain professional registration, probity and practice standards as required per the Tasmanian Catholic Education Single Enterprise Agreement 2015 (or its successor).
- Attend approved professional development courses to maintain membership of professional member association.
- Maintain a network of external professionals to facilitate referrals.
- Attend professional networking meetings as appropriate.
- Prepare advice, reports, proposals and submissions related to student needs and/or as requested by senior staff.

Team effectiveness and collaboration

- Support and assist teaching and other school support staff to deliver effective student outcomes.
- Work collaboratively with other members of the school community, including parents/guardians, caregivers and volunteers, to enhance student outcomes.

- Develop positive relationships with colleagues and other members of the school community and maintain constructive and professional behaviour at all times.
- Maintain a positive attitude towards new and different ideas and approaches.
- Attend, as required, meetings as convened by teachers or by the school.
- Respect and protect staff, student and family privacy and confidentiality.

Personal effectiveness

- Demonstrate integrity and meet the standards of conduct expected.
- Actively participate in goal-setting processes and respond to opportunities for growth to improve knowledge and practice.
- Overcome obstacles and recover and learn from setbacks through self-development.
- Actively participate in staff learning programs and attend appropriate professional learning (PL) opportunities when required.
- Seek and apply constructive feedback from supervisors and teachers to improve knowledge and practice.

Resources and organisation

- Plan and organise work flow to accomplish established objectives.
- Use school property, resources and technology in a proper and safe manner in accordance with appropriate standards, policies and procedures.
- Consider the environment and minimise waste.
- Undertake administrative duties relevant to the role.

Safety and professional standards

- Exercise responsibility required in accordance with Work, Health and Safety legislation, including:
 - take reasonable care of your own health and safety and that of other people who may be affected by your acts or omissions at the workplace
 - contribute to safe systems of work
 - promote a culture of safety in the workplace.
- Create a safe and welcoming learning environment for children and young people congruent with legislative and organisational Child Safe requirements.
- Undertake Catholic Education Accreditation requirements associated with the role.
- Adhere to the requirements of the role in accordance with the professional standards expected of Catholic Education Tasmania and all organisational policies, procedures, codes, guidelines and applicable laws.

PERSONAL CAPABILITIES

- Committed to the provision of the highest standards of professional services.
- Committed to ongoing professional development and maintenance of professional currency.
- Professionalism and discretion at all times in relation to confidential matters.
- Self-directed in carrying out duties
- Able to work independently and as part of a team.
- Able to effectively operate under pressure, multitask and meet deadlines.
- Able to exercise initiative, judgment and discretion in undertaking duties.
- Able to maintain confidentiality when dealing with sensitive information and matters.
- Able to relate to students and with varying needs.
- Able to communicate effectively with a diverse group of people, eg colleagues, students, parents and external professional networks.
- Able to establish and maintain collaborative working relationships and networks.
- High level time management and organisational skills.

- High level interpersonal skills.
- High level numerical and writing skills
- Able to apply literacy, numeracy and reasoning skills to effectively undertake role.
- Demonstrated proficiency with office equipment and technology.
- Able to resolve problems and conflicts in a constructive manner.
- Flexible and dependable.
- Committed to professional integrity.

EVIDENTIARY REQUIREMENTS

Essential

- Valid Working with Vulnerable People Registration
- Current and satisfactory National Police Criminal History Check (NPCHC)
- Current Tasmanian vehicle driver licence
- Experience providing support to children and young people and their families to address social, emotional, learning and/or behavioural development needs
- Experience delivering professional services within a multidisciplinary team

EITHER Psychologist

- A Psychology Board of Australia (PsyBA) approved/accredited program of study such as 4 year Bachelor of Psychology with Honours or equivalent
- Registration as a psychologist (General) with the PsyBA through the Australian Health Practitioner Regulation Agency (AHPRA)
- Four (4) years relevant experience

OR Social Worker

- An Australian Association of Social Workers (AASW) approved/accredited program of study such as 4 year Bachelor degree qualifying in Social Work or equivalent
- Eligibility for AASW membership and AASW Mental Health Social Worker accreditation
- Four (4) years relevant experience

OR Counsellor

- A Psychotherapy and Counselling Federation of Australia (PACFA) approved/accredited program of study such as Bachelor degree in a relevant field (eg education and/or health and human services) and specialist training in Counselling or Psychotherapy
- Eligibility for PACFA membership and PACFA Mental Health Practitioner accreditation
- Four (4) years relevant experience

Desirable

- Education sector experience
- Demonstrated awareness of issues impacting on local youth
- Protective Handling Practices training or equivalent

ENVIRONMENTAL CONDITIONS AND PHYSICAL DEMANDS

The Student Counsellor will work mostly indoors in classrooms, meeting rooms and other school buildings. They may accompany school classes on field trips, outdoor activities and camps at times. The Student Counsellor uses a variety of information and communication technology, office equipment and resources. The role will involve frequent sitting and standing. Some lifting and, carrying of supplies and materials may be required from time to time. The Student Counsellor may be required to undertake protective handling techniques.

Additional Position Information

Employment dates: 29 April to 29 September 2024

Tenure: Five days per week, term time only, limited tenure leave replacement
5 month Probation Period

Location: Guilford Young College (Barrack Street Hobart or Bowden Street Glenorchy Campuses)

Hours of Work: 8:00am - 4:21pm (or as negotiated) with an unpaid 45 minute lunch break

Employment Conditions: As per the Tasmanian Catholic Education Single Enterprise Agreement 2018

Remuneration: Wellbeing, Level 4
\$46.35/hour plus 11% superannuation

Final Check List for Applications

Before sending in your application, use this checklist to make sure you have not missed out any important details. Please ensure that you submit:

- ☐ Signed and dated Application for Employment Form
- ☐ A cover letter
- ☐ A current copy of your Curriculum Vitae, which should include a brief employment history stating where you have worked, the length of service and brief description of the position(s) held and duties undertaken
- ☐ Included any other relevant information you wish to submit

Applications are to be addressed to Jo Legosz, Principal, Guilford Young College and forwarded electronically by 4.00pm Wednesday 27 March 2024 to employment@gyc.tas.edu.au

Upon receipt of an application, you will receive a confirmation of receipt via email.

If you have any further queries regarding the role please do not hesitate to contact Ms Sonya Bacic on (03) 6238 4333 or sbacic@gyc.tas.edu.au