



PRINCE ALFRED COLLEGE

Role Profile: **College Counsellor - Secondary School**

The College Counsellor (Years 7–12) has a primary focus on the pastoral wellbeing of students and will actively contribute to a collaborative culture, focused on high quality service delivery, health promotion and a commitment to continuous improvement. The College Counsellor plays a pivotal role in providing support for the psychological, emotional, social and educational wellbeing of students. Working closely with the Dean of Students, Year Level Coordinators, Tutors, School Nurse, Chaplain, teaching and boarding staff, the College Counsellor will support and provide counselling and intervention for students with specific learning, social/emotional and behavioural needs through consultation, counselling, program development and implementation, education and research. This role operates in an environment of competing priorities and requires high levels of confidentiality.

Reports to:

Deputy Headmaster/Head of Secondary School.

Key Relationships:

Headmaster; Dean of Students; Director of Boarding; Year Level Coordinators; Academic Leaders; Tutors; School Chaplain; School Nurse, Teaching staff.

Specific responsibilities include the following:

1. General

- Assess, counsel and/or refer students and implement case management strategies.
- Provide advice on appropriate referral options for students identified as needing additional testing or support.
- Apply counselling knowledge and expertise across a diverse range of student needs.
- Provide individual and group counselling and support.
- Maintain compliance and professional standards including monitoring, reporting and record keeping practices.
- Assess students at risk and advise the Deputy Headmaster/Head of Secondary school of crisis situations and matters affecting the welfare of students.
- Respond, as part of a team, to critical incidents.
- Contribute to the social, emotional, and academic development of students.
- Undertake cognitive, social, emotional and behavioural assessment of students referred by Academic Leaders, Dean of Students or Student Success/Inclusive Education team and report the results of assessments and interventions to parents and teachers and collaborate to improve learning and wellbeing outcomes.
- Assist and support parents and caregivers in addressing the social, emotional, and educational development of their children.
- Work collaboratively with the Dean of Students, Year level Coordinators, Director of Boarding, School Nurse, parents and caregivers, and other agencies, to develop appropriate College based support for students.

- Work in consultation with the Deputy Headmaster/Head of Secondary School and Dean of Students to improve student learning and wellbeing outcomes and implement College priorities.
- Contribute to policy development in line with strategic priorities, College need and legislative requirements.
- Promote wellbeing throughout the College and be an active member of the Wellbeing team.
- Assist with the planning of wellbeing initiatives including but not limited to health promotion and the visiting speaker program.
- Assist the pastoral care leaders in their roles.
- Provide support for staff to improve their wellbeing approaches to meet the needs of students.
- Contribute to the evaluation of the existing pastoral wellbeing curriculum.
- Assist in the development and implementation of mental health and wellbeing programs.
- Manage documentation and communication to staff, parents and other stakeholders as deemed appropriate, on student progress.
- Support the Heads of Schools to provide strategic leadership to the College in relation to mental health and wellbeing.
- Explore new levels of understanding and promote the use of strategies which are relevant to the wellbeing and teaching context within the College.
- Monitor emerging trends and promote these to relevant colleagues.

2. Key Knowledge and Skills

- An overriding commitment to, and high aspirations for, students' learning and wellbeing and staff development.
- A high level of knowledge, passion, and belief in, student wellbeing and mental health.
- A sound knowledge of the developmental and educational issues facing boys and men.
- Experience in assessing the learning and emotional needs of students and implementing appropriate interventions within a school context.
- Expertise and experience in mental health and wellbeing programs for children, adolescents, and families.
- A rich repertoire of skills, methods, and approaches to provide support for the specific needs of students and staff.
- A capacity to engender a high level of respect from students and colleagues.
- A great capacity for engagement in professional learning through self-initiated involvement in professional development activities, some provided by the College; others sought out by the individual.
- A willingness and capacity to contribute to the development of teams and professional learning of others.
- Proven skills and experience in developing wellbeing strategies and developing and implementing programs.
- Moral leadership, hard work and professionalism, exemplifying high values and qualities and seek to encourage these in others.
- Outstanding written, verbal, and interpersonal communication skills, with demonstrated ability to build rapport and interact effectively at all levels of the College.
- Strong organizational and time management skills, with an ability to prioritize tasks, meet prescribed deadlines, and manage a number of competing priorities.
- Knowledge of file management and privacy requirements.

- Knowledge of the independent school sector (desirable).
- Outstanding communication, organizational, ICT and presentation skills.

3. Education and Qualifications

- Tertiary qualifications in Counselling, preferably specialization in children and adolescents.
- Current clinical registration with Psychotherapy and Counselling Federation of Australia (PACFA) or relevant professional association.

4. Experience

- Experience in counselling children and adolescents.
- Experience in the development of wellbeing programs.
- Prior experience in a school environment (desirable).

5. Personal Attributes

- Demonstrates passion and commitment to the vision and values of Prince Alfred College.
- Well presented with a professional, positive, warm and welcoming disposition.
- Demonstrates high levels of confidentiality, credibility and honesty.
- Demonstrates respect for, and acceptance of, differences in students, parents and staff.
- Empathy, enthusiasm, commitment and highly motivated to contribute.
- Hard working and conscientious.
- Demonstrates accurate and timely documentation skills.
- Operates effectively in a collaborative team environment; establishes a rapport and builds strong relationships.
- Flexible and able to adapt and operate effectively in a challenging and changing environment.
- Demonstrates a strong commitment to deliver exceptional and compassionate service.

6. Special Conditions

- Some out of hours work may be required.
- A Working With Children Check is to be undertaken prior to commencement and every five (5) years thereafter.
- Responding to Risks of Harm, Abuse and Neglect and First Aid training must be undertaken and certificate of completion provided.

Tenure:

Permanent, part-time 44 weeks per year.

Conditions:

PAC Enterprise Agreement.

March 2023