



Title of Position:	School Counsellor
Reports to:	Deputy Principal
Responsible to:	Principal

1. General Accountabilities

As an employee of Lutheran School Wagga Wagga, the School Counsellor is required to:

- 1.1. Exhibit behaviour through word and action that reflect the ethos and Christian foundations of the school
- 1.2. Abide by the school's Professional Conduct Standards
- 1.3. Engage feedback processes with a growth mindset, seeking the opportunity to improve
- 1.4. Communicate openly and honestly, observing 'above-the-line' protocols during all coaching and feedback conversations
- 1.5. Be familiar with and follow school policies and procedures
- 1.6. Establish and maintain positive relationships with colleagues, students and parents
- 1.7. Ensure that behaviour towards, and relationships with, students reflect proper standards of care and are not unlawful
- 1.8. Carry out work responsibilities to the best of their ability and in a safe manner as outlined in the school's Workplace Health and Safety Policy
- 1.9. Reflect on their work performance and seek further training or professional development opportunities to update knowledge and skills

2. Specific Accountabilities

2.1. Role:

The school counsellor is required to:

- 2.1.1. Be an active communicant member of a Christian Church
- 2.1.2. Demonstrate a professional approach to the role of pastoral care. This will include effective documented planning and implementation of individual and group learning programs to cater for student needs. Practice will incorporate the Lutheran Education Australia (LEA) values of love, justice, compassion, forgiveness, humility, courage, hope, quality, respect, service and appreciation.
- 2.1.3. Develop positive working partnerships with students, parents and colleagues to foster the development of the whole child (physical, academic, social, emotional and spiritual).
- 2.1.4. Foster a work environment that encourages employees to seek challenge and adopt innovative, creative and effective practices

- 2.1.5. Have a collaborative leadership style, demonstrating honesty, integrity, confidentiality and a high level of initiative
- 2.1.6. Attend meetings and contribute to decision-making, as relevant to the duties of the position
- 2.1.7. Demonstrate a commitment to their own professional development through involvement in regular staff meetings, professional development opportunities and personal reflection or study
- 2.1.8. Develop and maintain an understanding of best practice in the counselling of students and staff, clearly articulating related issues
- 2.1.9. Plan, lead and support the strategic and operational development of counselling and pastoral care services, in a manner that is consistent with the school strategies and plans, including identification of priorities and directions
- 2.1.10. Be committed to undertaking out-of-hours activities related to promotional and educational aspects of the school, whilst carrying out all duties in a spirit of Christian compassion
- 2.1.11. Support the development and maintenance of the school's policies and procedures
- 2.1.12. Ensure that the school counselling activities comply with all relevant internal and external policies, procedures and reporting requirements
- 2.1.13. Actively support, and at times lead, the devotional and worship aspects of the school

3. Duties

The Counsellor will:

- 3.1. Provide information to teachers and school leaders that supports their understanding of emotional and behavioural problems in students
 - 3.1.1. Assist teachers to identify, understand and manage students with emotional and behavioural problems
 - 3.1.2. Support teaching staff in the management of students with emotional and behavioural problems
 - 3.1.3. Network within the school and remain accessible to teachers
 - 3.1.4. Support and collaborate with teachers to deal effectively with student needs
 - 3.1.5. Conduct and/or participate in development seminars within or external to the school outside of working hours and/or term time
- 3.2. Provide information to parents that supports their understanding of student mental health
 - 3.2.1. Liaise with parents regarding referral and ongoing management of their child
 - 3.2.2. Work to ensure ongoing collaboration between all key stakeholders in the management of students (i.e. parents, school staff, outside agencies)
 - 3.2.3. Conduct and/or participate in development events for parents and carers outside of working hours and/or term time
- 3.3. Provide support and information to students to assist with mental health challenges
 - 3.3.1. Ensure that students understand the role of the Counsellor and the processes for accessing the Counsellor
 - 3.3.2. Provide counselling for students who are referred for mental health challenges and consult with or refer to external professionals as appropriate
 - 3.3.3. Encourage students to contact the Counsellor for guidance and advice not available from other key pastoral staff
 - 3.3.4. Identify and manage students with emotional and behavioural disorders and provide recommendations for support from external specialists when required
- 3.4. Promote mental health and resilience by advising on key programs as appropriate

- 3.4.1. Educate students about the issues relevant to mental health and adolescence and promote understanding of self-awareness
 - 3.4.2. Provide mental health information to parents through seminars and presentations on school campus
 - 3.4.3. Provide formal and on-the-job training for teachers in topics of students wellbeing and support strategies
 - 3.4.4. Attend pastoral care classes to work in partnership with and/or provide coaching for teachers on wellbeing topics and strategies
 - 3.4.5. Use clinical expertise to support the Curriculum Coordinator and Learning Enhancement teacher with program design and delivery of wellbeing programs across the school
- 3.5. Data analysis, interpretation and intervention planning
- 3.5.1. In conjunction with school leadership, use data to analyse student learning and behaviours and respond to trends identified
 - 3.5.2. Plan interventions in the learning programs of students when data indicates a 'gap' in the desired and actual outcomes for students
 - 3.5.3. Have an ongoing understanding of the learning progress of each student that is informed by both formal and informal assessment, observation and classwork
 - 3.5.4. Document intervention in accordance with the National Consistent Collection of Data (NCCD) funding requirements as articulated by the Learning Enhancement teacher
- 3.6. Pray with and for students, colleagues and school families
- 3.6.1. Lead and share devotional times with colleagues and daily prayers/devotions with students