



Presbyterian Ladies' College

MELBOURNE



Position Description

Position:	Counsellor (Junior School)
Position Status:	Part-time (0.4 FTE), ongoing
Classification:	In accordance with the Presbyterian Ladies' College Teachers Agreement 2022-2024
Reports to:	Head of Junior School. All positions in the College ultimately report to the Principal.

Presbyterian Ladies' College

Established in 1875, Presbyterian Ladies' College (PLC) is a leading Christian independent school for girls from Kindergarten to Year 12, with onsite boarding available from Year 7.

The campus is situated in the east of Melbourne on a 16-hectare site, creating a unique environment of a school in a park.

Our core values, underpinned by our Christian Ethos, are Integrity, Empathy, Courage, Delight and Service, and these provide an enduring foundation for dynamic learning.

The College Mission is an outstanding education within a Christian context that:

- prioritises care
- promotes holistic development and growth
- personalises learning
- provides enriching opportunities
- perpetuates principled living and a service ethic
- prepares students for their time as scholars, thinkers, citizens, advocates, and leaders

Our consistently impressive academic results reflect the high-quality teaching, dedication of the students and visionary leadership for which the College has long been renowned.

We value and nurture the individual strengths and passions of the students. The personal development of our students is our priority with extensive age-appropriate care and wellbeing programs. Asian and European language studies are part of the curriculum from Prep to Year 12 with many students continuing foreign language study through either the Victorian Certificate of Education or the International Baccalaureate pathway.

The students' talents and interests are nurtured within a rich curriculum program, as well as through extensive co-curricular offerings.

Our ultimate goal is to develop girls who are fully prepared and will flourish in their life and work well beyond school as they contribute in meaningful ways to their community as scholars, thinkers, citizens, advocates and leaders.



Context of the Role

The Counselling Department supports students, parents, and staff across the whole school from ELC to Year 12. All members of the Counselling Department seek to enhance the personal, social, and educational development of students. Teamwork and liaison with staff and parents are integral to the role.

Position Overview

The Counsellor (Junior School) supports the emotional, social, and educational development of students from Early Learning Centre to Year 6. The role involves counselling, assessment, parent guidance, consultation with teachers, and contribution to proactive wellbeing initiatives and social-emotional learning programs.

The position requires a collaborative, inclusive, and student-centred approach that aligns with PLC's ethos and commitment to child safety. The role must have the capacity and willingness to work across both the ELC and the Junior School to provide a full range of psychological support services.

Key Responsibilities:

Examples of duties include but are not limited to:

Direct Support

- provide developmentally appropriate, evidence-based counselling and psychological intervention primarily for students aged 3 to 12 years
- provide parenting guidance and consultation to families on student wellbeing, behaviour, and developmental needs
- conduct screening, classroom observations, risk assessments, safety planning, formal psychometric assessments as required, and prepare clear written reports and recommendations
- contribute to the development and review of student wellbeing support plans, in collaboration with the Learning Enhancement Team and families
- support student transitions into, within, and beyond the ELC and Junior School
- be available to respond to crises or emergency situations across the College when required

Consultation and Collaboration

- advise and collaborate with Class Teachers and support staff to implement effective strategies and accommodations relevant to student behaviour, learning, and wellbeing needs
- participate in Student Support Group meetings and contribute to learning support planning where appropriate
- liaise with external health professionals and agencies and assist families in accessing appropriate referral pathways
- maintain regular communication with the Head of Junior School, Head of ELC, Head of Student Wellbeing, and the counselling team regarding wellbeing case management

Wellbeing and Prevention

- contribute to the planning, design, and delivery of social-emotional learning programs
- assist with the development and review of policies related to psychological health and wellbeing (e.g. bullying prevention, cybersafety)
- participate in pastoral initiatives, wellbeing events, and proactive prevention programs



Professional and Ethical Practice

- maintain accurate and confidential case records in line with professional, legal, and school requirements
- engage in neuro-affirming, culturally safe and reflective practice at all times
- adhere to the Psychology Board of Australia (PsyBA) Code of Conduct and Australian Psychological Society (APS) Code of Ethics
- participate in regular professional supervision and maintain CPD required for AHPRA registration
- adhere to all principles and requirements as set out by the Psychology Board of Australia (PsyBA) Code of Conduct for Psychologists and the Australian Psychological Society (APS) Code of Ethics
- engage in regular professional supervision and commit to Continuing Professional Development (CPD) as required for Psychology Board of Australia (PsyBA) /AHPRA registration
- adhere to Australian Child Protection Legislation and mandatory reporting requirements

Other Duties

- as directed by the Head of Junior School
- attend relevant scheduled meetings
- contribute to school activities as appropriate according to therapeutic need
- work collaboratively with the Learning Enhancement Team to contribute to the College's annual NCCD processes and documentation requirements
- maintain up-to-date understanding and support of the College's commitments to Child Safety, Health & Safety, and Policy & Compliance

Key Relationships:

- Head of Junior School
- Head of Student Wellbeing (Junior School)
- Head of Counselling and School Counselling Team
- Head of Early Learning Centre
- Learning Enhancement Coordinator (Junior School)
- Junior School Nurse

Mandatory Qualifications / Registrations / Certifications:

- current full registration as a Psychologist with the Psychology Board of Australia (PsyBA), overseen by the Australian Health Practitioner Regulation Agency (AHPRA)
- postgraduate qualification in either Educational and Developmental or Clinical Psychology
- have adequate Professional Indemnity Insurance as required by the Psychology Board of Australia (PsyBA)
- current Victorian Institute of Teaching (VIT) registration or Employee Working With Children Check (WWCC)
- current certification, or willingness to obtain certification, through PLC-run programs:
 - Provide First Aid (HLTAID011) and CPR (HLTAID009) certificates
 - Asthma First Aid certificate
 - Anaphylaxis Management certificate
 - MARAMS - Protecting Children - Mandatory Reporting and Other Legal Obligations for Non-Government Schools (or equivalent)

Please note: Staff are required to maintain current certification and compliance training as required



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Knowledge, Skills and Experience:

- experience working as a Psychologist in a school setting, strongly preferred
- excellent interpersonal, written, and oral communication skills to effectively liaise with students, parents, teachers, and external professionals from a range of backgrounds
- an ability to exercise sound professional judgement in complex and sensitive situations
- ability to present to groups including staff, parents, and students
- strong interpersonal and relationship building skills with demonstrated ability to build rapport and interact effectively at all levels of the College
- ability to engage in inclusive, sensitive, and reflective practice when working with Indigenous, culturally and linguistically diverse, neurodiverse, disabled, and LGBTQIA+ students, families, members of staff, and the wider College community

Key Attributes:

- respect for and acceptance of difference in students, parents, and staff
- a warm, empathic, positive and considerate manner
- excellent time management, organisational, and planning skills with an ability to prioritise tasks, meet deadlines, and concurrently manage several competing tasks
- high level attention to detail, ensuring accuracy of information in documentation
- calm under pressure
- high levels of trust, credibility, and honesty
- possesses a strong work ethic
- demonstrated initiative and strong problem-solving skills with an ability to improve processes and practices
- demonstrated ability to work independently and collaboratively as part of a team
- ability to adapt and operate effectively in a challenging and changing environment
- a commitment to ongoing professional learning and growth in skills

All appointments are subject to a satisfactory National Police Check, at the expense of the employer.

Dr Emma Burgess

Principal

February 2026

The purpose of this position description is to provide a general overview of the key responsibilities of the position and is not intended to represent the entirety of the position nor is it intended to be all-inclusive