



ROLE DESCRIPTION: SCHOOL COUNSELLOR

POSITION	
ROLE TITLE	School Psychologist, Counsellor, Social Worker
DEPARTMENT	Health Centre
REPORTS TO	Director Students
DIRECT REPORTS	Nil
ENTERPRISE AGREEMENT	NSW Catholic Independent schools (Support Staff - Model A) Multi-Enterprise Agreement 2025
CLASSIFICATION	Psychologist Provisional to Step 5, Counsellor Level 1 - Level 2, Step 1-3
EMPLOYMENT STATUS	Permanent, Full-time, Averaged.
CLINICAL SUPERVISION	2 hours per Term = 8 Hours per year
PRIMARY PURPOSE OF THE ROLE	The College Psychologist supports the management of students with emotional and behavioural challenges and works as an integral part of the student's school team to support ongoing development in the promotion of learning and wellbeing.
SPECIAL REQUIREMENTS	The nature of this position is such that the Counsellor may be required outside the "normal" office /College hours to support the College in various support strategies in the College as well as Boarding, forums and to attend meetings and presentations whenever necessary. The Principal reserves the right to vary this position description in response to changing needs.
EXPECTED BEHAVIOURS AND ATTITUDES	• Actively supports a child safeguarding culture to the highest standards • Complies with: ○ Marist Schools Australia Policy Statements. ○ Red Bend Catholic College Policy Statements, Procedures and Code of Conduct for Staff • Adheres to workplace health and safety procedures and actively contributes to maintaining a safe, healthy and tidy environment. • Maintains a commitment to improve services and pursue excellence continuously • Seeks opportunities for professional development.

KEY ROLE RESPONSIBILITIES	
AS A MEMBER OF THE COLLEGE COMMUNITY, THE COUNSELLOR WILL:	• Actively works to promote the mission and life of the Catholic Church • Promote Marist spirituality through the charism of Saint Marcellin Champagnat within the College. • Give personal witness to Gospel values through word and action. • Promote the philosophy and goals of Catholic education and practice in the Marist tradition. • Assist in nourishing and developing a Christian atmosphere within the school community through active participation in the prayer and liturgical life of the College. • Have a pastoral concern for individual students and staff.
DUTIES AND RESPONSIBILITIES ADMINISTRATION	• Act with accountability and integrity in maintaining appropriate student records stored in a confidential manner. These confidential records are the property of the College and should the circumstances arise, are accessible to the Principal. • Revise and update structures and practices as per legislation and organisation requirements in the areas of: ○ Informed consent and decision making. ○ Sharing of information with family/carers and key staff. ○ Privacy and confidentiality. ○ Safeguarding of young people. ○ Child protection. ○ Mandatory Reporting. • Attend Wellbeing meetings with teachers across the College related to case management. • Attend regular meetings as required including: ○ Child Safety Officers Meetings ○ Student Wellbeing Committee / Framework ○ Staff Briefing Sessions ○ Health Centre Meetings. ○ Regional Stakeholder and Network Meetings ○ Parent Information Evenings • Meet on a regular basis and work collaboratively with the Deputy Principal, Director Students, Director Boarding, other Counsellors, House Coordinators, Year 7 Coordinator and the Aboriginal Education Coordinator within a professional framework to discuss relevant issues.
COLLEGE WELLBEING	• Support and assist teachers to identify, understand and manage students with emotional and behavioural challenges. • Facilitation of group psycho-educational programs • Provide Counselling for students in a range of areas, including personal, family, educational and behavioural • The provision of student assessments includes risk assessments • Implement and maintain appropriate strategies for assisting students at risk, including but not limited to risk assessments, the identification of presenting issues, observational assessment, clinical interviews and appropriate psychometric assessments. • Provide assessment services for students with special intellectual, learning and/or social/emotional needs and communication results to House Coordinators and Parents. • Assist in student safety plan case management. • Provide recommendations for support from external agencies and specialists as appropriate.

	• Liaise with parents regarding referral and ongoing management of their child • Work to ensure ongoing collaboration between all key stakeholders in the management of students with emotional and behavioural challenges. • Implement and evaluate government and sector initiatives relating to children with intellectual, learning and/or social/emotional needs. • Assist with aspects of professional development, policy development and implementation that relate to wellbeing issues in the College community. • Provide support for the various other student groups that work with students at educational risk (e.g. Diversity and Pathways).
CONSULTATION / LIAISON	• Liaise with the College House Coordinators on student wellbeing. • Collaborate and liaise with the Diverse Learning Coordinator to enhance the literacy and numeracy intervention strategies established for students in intellectual learning and/or social and emotional needs. • Establish and maintain a good working relationship with external providers, referring as clinically indicated, and sharing relevant information to support the students' needs in line with the Consent to Share process in accordance with confidential guidelines. • Maintain current knowledge of support services and provide information to staff regarding community run programs and services available to students and their families.
PROFESSIONAL DEVELOPMENT	• Make effective use of external clinical Supervision allocation for school Counsellors through a relevant professional in line with the individual Counsellor's Professional Supervision Standards. • Participate in internal and external professional development and training opportunities in line with personal development and identified strategies in the College. • Continue to seek and acquire the knowledge and skills necessary to maintain evidence-based practices, ensuring a high standard of service delivery to students, parents and staff.
SYSTEM ADMINISTRATION	Ensure compliance with all Red Bend Catholic College systems including • Synergetic • Seqta • Consent2Go • ESS • IDEAGEN • Google
ORGANISATION AND OPERATIONS	• Ensure compliance with the WHS Act 2011 and its regulations including: ○ Report any injury, damage, unsafe condition or hazard via RBCC online platform IDEAGEN, Assurance as well as notification to your relevant Faculty Coordinator within reporting guidelines. ○ Wear protective clothing or use equipment in the manner intended (where required). ○ Take reasonable care for the Health and Safety of all persons (including students, staff, visitors, contractors and volunteers). ○ Ensure that all students, staff, contractors and volunteers under the direction and control receive adequate instruction for the safe and efficient performance of their role and duties. ○ Correct unsafe and/or unhealthy practices or conditions in areas under the control of the position to the full extent of the

	position's authority or refer to the relevant Faculty Coordinator, Compliance Coordinator, HR Manager or Deputy Principal. ○ Cooperate with the Faculty Coordinator or Compliance Coordinator in the measures taken to ensure Work Health and Safety. ● Compliance with all RBCC policies, procedures, Code of Conduct and Child Safeguarding requirements including Mandatory Reporting requirements and other relevant legislative and regulatory authorities. ● Participate fully in the prompt investigation of all serious and potentially serious incidents and accidents which result in or could have resulted in either injury to persons or damage to property or Human Resource implications so that remedial action may be initiated. ● Work Cooperatively in a team environment and provide support and/or technical advice as required across other areas of RBCC as required. ● Work to continually assess and improve work practices and procedures on a continuous basis to achieve RBCC goals. ● Flexibility in the workplace, open to new ideas and concepts, to working independently or as part of a team and to carrying out multiple tasks or projects where relevant. ● Undertake all other duties as directed in line with the employee's skill, competence and training.	
KEY RELATIONSHIPS	INTERNAL ● Deputy Principal (Mandatory Reporting) ● Executive Team ● School Counsellor ● House Coordinator ● Year 7 Coordinator ● Diverse Learning Coordinator ● Nurses ● Aboriginal Education Coordinator ● Teaching and Support Staff ● Students - Day and Boarding	EXTERNAL ● WNSWLHD Safeguards ● Parents ● Marist Schools Australia ● External Agencies ● Private Psychologists ● School Counsellors ● Independent Schools NSW

PERSON SPECIFICATIONS	
QUALIFICATIONS SKILLS AND ABILITIES	ESSENTIAL ● Relevant Bachelor's Degree in either Social Work or Psychology, and/or formal Counselling qualifications with eligibility for professional membership of a relevant professional body. ● A commitment to Catholic education and a desire to enliven the Marist tradition of the College. ● Ability to maintain ethical standards, demonstrating respect, confidentiality and uphold the values of Red Bend Catholic College ● Demonstrated expertise in identification, formulation and counselling of students. ● Demonstrated understanding of the academic and wellbeing needs of students relating to the learning and personal growth outcomes of students. ● Knowledge and skills in crisis response and risk assessment. ● High-level knowledge and understanding of current child protection legislation. ● Ability to identify appropriate external agencies for students requiring

	support outside the services of the specialist staff at the College. • Willingness to collaborate effectively with a broad range of key academic and wellbeing staff to enhance student outcomes. • Highly developed interpersonal and influencing skills, enabling harmonious and positive relationships with all. • Sound written and verbal communication skills. • Highly developed time management and organisational skills. • Demonstrated ability to multitask and work calmly under pressure. • Ability to work independently and collaboratively as part of the welfare team. • Able to maintain strict confidentiality. • Demonstrate a willingness to be involved in co-curricular activities which includes activities with boarders DESIRABLE • Demonstrated experience working within a secondary education environment. • Ability to administer and interpret Psychometric Assessments.
STATUTORY REQUIREMENTS	• NSW Working with Children Check • National Criminal History Record Check
AUTHORITY AND ACCOUNTABILITY	Worker Level Authority and Accountability