

# THOMAS MORE COLLEGE

## Position Information Document



Thomas More College believes education is at the heart of a life well lived. It is a philosophy we instil in our students and one which underpins our College maxim of **Learn More • Live More • Be More.**

## EDUCATION SUPPORT OFFICER

<b>Title:</b>	Counsellor – Social Worker		
<b>Employment Type:</b>	<input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Replacement		
<b>Stream:</b>	Other Professionals	<b>ESO Grade:</b>	6
<b>Hours/Days of Work</b>	Monday to Friday, 8:00am – 4:00pm	<b>Weeks Per Year:</b>	44

### PURPOSE OF ROLE

The Counsellor – Social Worker is primarily responsible for working with the school community to maximise learning outcomes and life opportunities for students. They work collaboratively within the College including liaising with parents, teachers and any other professionals to positively influence the learning and emotional wellbeing of students. This involves collaborating with others around learning, social, emotional and behavioural problems that students may be experiencing. They ensure the College demonstrates a commitment to creating and sustaining a safe environment that supports student learning, student engagement and student wellbeing and enables relationships across the school community to be positive, ethical and founded on mutual respect.

### PERSON SPECIFICATION

- An experienced team player who can support a wide variety of students with complex social and emotional concerns
- A creative problem solver who consistently builds strong relationships
- An organised and self-directed person, with an eye for accuracy and attention to detail

### Knowledge, experience, and qualifications

- A formal tertiary qualification equivalent to 3 or more years full-time study and demonstrated knowledge and experience working with children and young people, including those with special needs (Bachelor of Psychology, Bachelor of Social Work, etc)
- Current membership or registration with the relevant Association/Board (AASW/, PACFA, etc)
- Demonstrated experience managing high volume workload, and dealing with complex mental health clients.

### Skills and abilities

- Strong relationship, management, interpersonal and networking skills
- An ability to support people with complex needs and enquiries

- Demonstrates a high degree of discretion and confidentiality
- Proven ability to work with limited direction
- Excellent verbal and written communication skills
- Comprehensive knowledge of current Child Protection requirements and associated legislation and demonstrated application of same
- Strong customer services skills coupled with a demonstrated ability to deal with a broad range of people from diverse backgrounds with tact and discretion
- Intercultural awareness
- Ability to manage unexpected situations and/or emergencies.

## **KEY RESPONSIBILITIES**

The broad responsibilities for the role include, but are not limited to:

- Provision of counselling services to students to seek optimal wellbeing and educational outcomes
- The formation of strong professional relationships with various internal and external stakeholders
- Self-directed management of daily supports and services

## **SPECIFIC RESPONSIBILITIES**

Specifically, the role will undertake the following:

### **Student counselling, wellbeing and educational outcomes**

- Facilitate counselling with students to address complex individual, peer group, social and emotional concerns and monitor identified trends, patterns, and areas of concern within the school and broader community
- Facilitate and/or provide specialist individual and small group counselling for high needs students (and others), as applicable, relating to trauma, grief, loss, anger management and other needs
- Assist in the development and facilitation of therapeutic groups
- In collaboration with educators, develop, implement and lead specialist orientation programs particularly with the key transition years
- In conjunction with school leadership, assist in the development of pastoral care programs and similar initiatives within the school as appropriate

### **Relationships with students, staff, families and external support agencies**

- Utilises interpersonal and communication skills to quickly develop a strong positive rapport with students, staff, and other school community members
- Where appropriate, notify, liaise and advise parents of their child's wellbeing, emotional, social or educational needs to address concerns and enhance learning outcomes
- Liaise and work with CEO Allied Health professionals and outside counselling and associated Allied Health service agencies as required to meet student needs
- Create opportunities for referrals to be made from the College to other agencies to effectively link vulnerable children and families to relevant services
- Assist and support teachers in their strategies when working with and supporting students in their classes based on identified socio-emotional, wellbeing or other associated needs
- Report where appropriate to the Principal or Executive Leadership Team concerning critical situations where students may be at risk to themselves or others

### **Self-direction and management of workload**

- Self-directed management of counselling case load, including preparing and maintaining accurate case notes, files and reports on counselling and associated interventions to fulfil professional obligations, noting that all information and documentation is stored securely and confidentially and remains the property of the school and must be fully available to authorised personnel at all times
- Prioritises, schedules and triages students to connect with appropriate and effective counselling service, exercising significant and independent professional judgement based on experience to achieve required student outcomes
- Maintain confidentiality as required, being cognisant of the school's legal and moral duty of care

- Documentation of student supports through appropriate school and system databases according to NCCD requirements
- Support in the review and re-development of procedures of relevance to student wellbeing and support
- Maintain appropriate, continuous professional knowledge by attending professional development and actively participating in relevant network/professional groups
- Undertake other duties as required by the Principal (or delegate).

## ALL TMC STAFF SPECIFICATIONS

- Be part of a College Community and represent the College in a professional and friendly manner.
- Contribute to the Community to ensure we provide a school that values and promotes the:
  - Wisdom to Seek
  - Courage to Thrive
  - Power to Change
- Confident, knowledgeable, and successful in the responsibilities required to be undertaken for the College Community.
- Continuous learning and professional development to generate and evaluate ideas.
- Achieve personal goals and College strategic goals.
- Develop respectful, professional, and successful relationships with members of the College Community and provide a great example for work colleagues.
- Come to work each day with a positive outlook and a willingness to support and motivate others, and to achieve excellence.

## PROFESSIONAL DEVELOPMENT

- Attend professional development and training required by the College.
- Actively seek opportunities to increase knowledge, experience and skills held.

## CATHOLIC ETHOS

- All staff at Thomas More College are expected to affirm and support the Catholic values and the Religious life of the College
- Where appropriate opportunities present, become involved in the life of the College, including attendance at school Masses/celebrations, staff meetings, and involvement in College events.

## POLICIES, PROCEDURES AND GUIDELINES

- Comply with all College and South Australian Commission for Catholic Schools Inc (SACCS) policies, procedures, and guidelines.
- Contribute to the development of relevant policies, procedures, and guidelines.

***These responsibilities may vary from time to time after negotiation with the Principal and/or College Business Manager.***

## REPORTING / WORKING RELATIONSHIPS

The **Assistant Principal Student Wellbeing** is the direct line manager for this position.

Key Working Relationships:

- Assistant Principal Student Wellbeing (Executive Leader of this role)
- Counselling Team Leader
- Student Counselling Team
- Director of Middle School and Director of Senior School
- Year Level Leaders
- Inclusive Education Leaders
- Students
- Classroom Teachers
- Non-teaching Staff

- Families
- External Allied Health Agencies

The Principal is responsible for the employment of all staff at Thomas More College and is considered the representative of both Catholic Education South Australia (CESA) and the Catholic Church Endowment Society (CCES).

## WHS REQUIREMENTS

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012. As a worker, you must

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

*Reference: Division 4, Section 28, WHS Act 2021*

## SPECIAL CONDITIONS RELATING TO THIS POSITION

- Additional hours/days of work may be required during the year to meet reporting deadlines, College requirements, and other special events. If required, they will be negotiated and agreed with the incumbent and will be paid in accordance with conditions in the relevant Enterprise Agreement (as varied or replaced).
- Required to attend staff days and meetings, when requested, at the beginning and end of the year and during the school year.
- All time off in lieu (TOIL) or overtime is to be pre-approved by the Assistant Principal Student Wellbeing.

## SPECIFIC REQUIREMENTS

- Current Catholic Archdiocese of Adelaide Clearance Letter or Card
- Current Working With Children Check (WWCC) issued by The Department of Human Services (DHS)
- Current HLTAID012 - First Aid in an Education and Care Setting (or willingness to obtain upon commencement)
- Current Reporting to Risks of Harm, Abuse and Neglect – Education and Care Setting (RRHAN - EC) certification

## AGREEMENT

The requirements of this position information document are intended to describe the general nature and responsibility of work in this role. These statements are not to be construed as an exhaustive list of all duties, tasks and skills required of the role. This description should be read in conjunction with the relevant Awards and Enterprise Agreement.

Employees will also be required to follow any other role-related instructions and College policies, and to perform other duties as requested by the Assistant Principal Student Wellbeing, Counselling Team Leader, and Principal to support the College's compliance with its legislative obligations. The Business Manager or Principal may, through consultation with the employee, vary the responsibilities of the position as required, but within the skills and responsibility levels appropriate to the position.

## PERFORMANCE REVIEW / REFLECTION

- The employee must undertake a review / reflection on an annual basis
- On the first anniversary of your appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the employer and the employee to ensure that the duty statement is accurate.

*This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.*

Last revised: April 2025