

## JOB DESCRIPTION

MINISTRY:	Education, Human Resource Planning, Vocational Training and National Excellence
DIVISION:	EDUCATION
POSITION TITLE:	<b>SCHOOL COUNSELLOR</b>
SUPERVISOR'S TITLE:	Principal
CLASSIFICATION LEVEL:	XI
PAY SCALE:	4-2
EFFECTIVE DATE:	September 1, 2021

### SUMMARY

Under the supervision of the Principal, the School Counsellor assists in the development of school counselling and pastoral care system for the school; oversees the implementation of school policy on guidance and counseling; facilitates staff development programmes in the areas of pastoral care and counseling; monitors and evaluates school pastoral care programmes; provides counseling to referred students and maintains records and documents on Counselling and Pastoral Care Programmes.

1. Assists in the development of school counseling and pastoral care programmes, by:
  - (a) developing an annual work-plan, monthly plans, and ensuring implementation; and
  - (b) adopting and working towards the implementation of the school's development plan
  - (c) working with the senior management teams within the school to develop a proactive approach to student guidance;
  - (d) organizing activities and services at the institution and systems level with the Education Officer for Guidance Counselling;
  - (e) conducting carrying out counselling sessions with individual and/or groups and/or parents in a large school or a number of small schools;
  - (f) contributing actively to the school counselling programme in support of the holistic development of each student;

- (g) co-ordinating the work of form teachers, guide teachers in collaboration with Heads of Department.
- (h) assisting in the planning processes of the school development plans particularly with reference to the pastoral care component;
- (i) responding to school pastoral care needs;
- (j) working with the Pastoral Care Co-ordinator to provide one-on-one support;
- (k) assisting the school in setting up pastoral care teams;
- (l) assisting in the development of a personal, social and health education curriculum for the school;
- (m) assisting in referrals of students to other specialist practitioners and services
- (n) assisting in the development and nurturing of an enabling school culture and environment which will help students to become empowered for positive action and change.

2. Oversees the implementation of the school policy on guidance and counseling, by:

- (a) preparing an annual action plan for Guidance and Counselling at the school;
- (b) assessing the status of guidance and counselling programmes and pastoral care at the school;
- (c) preparing reports and maintaining records for all students.
- (d) keeping records of all interventions carried out with each student while ensuring confidentiality;
- (e) formulating guidelines for the establishment of systems of guidance and counselling in secondary schools;
- (f) conducting individual and group counselling sessions where and when necessary;
- (g) working with the senior management team to develop a proactive approach to student guidance.

3. Facilitates staff development programmes in the areas of pastoral care and counselling support, by:
  - (a) conducting workshops aimed at equipping teachers with relevant skills to enhance the well-being of students;
  - (b) assisting the school in developing peer counselling and peer support programmes;
  - (c) planning and conducting workshops on pastoral care for teachers at the school;
  - (d) assisting with school teacher training programmes.
  - (e) advising on profiling of students
4. Monitors and evaluates school pastoral care programmes, by:
  - (a) participating in school reviews;
  - (b) monitoring, evaluating, reviewing and assessing the status of pastoral care in the school and initiating follow-up;
  - (c) assisting in the development, implementation and monitoring of the school pastoral care policy;
  - (d) planning and implementing interventions that enables students to overcome or prevent learning and behavioural difficulties.
5. Provides counselling to referred students, by:
  - (a) providing individual and group counselling to students, teachers and parents when referred or requested;
  - (b) providing intervention to give students the opportunity to manage their life circumstances and lives more effectively;
  - (c) identifying, guiding and counselling students with behavioural/cognitive/academic/emotional problems;
  - (d) making the necessary referrals according to established policies and procedures;
  - (e) identifying and referring students 'at risk' who require further care and protection to the relevant agencies;

- (f) working collaboratively with other organisations, units and agencies to provide support for students and parents;
- (g) consulting regularly with appropriate professionals in order to gain further knowledge, support and direction about particular situations which students are experiencing;
- (h) fostering parental support for parenting programmes

6. Maintains records and documents on Counselling and Pastoral Care Programmes, by:

- (a) completing all necessary counselling and other relevant forms;
- (b) preparing and submitting periodic reports;
- (c) securing confidential records;
- (d) providing appropriate feedback to principals on the counselling of students.

N.B. THE OFFICER MAY BE CALLED UPON BY THE PRINCIPAL FROM TIME TO TIME TO PERFORM ANY OTHER DUTIES IN KEEPING WITH THIS POSITION NOT IDENTIFIED IN THE JOB DESCRIPTION AND .

## JOB SPECIFICATION

- Qualification:** Masters' Degree in the field of Counselling
- Experience:** At least three (3) years' experience in an education environment and or experience in the field
- Competencies:**
- Action Oriented:** Targets and achieves results, overcomes obstacles, accepts responsibility, establishes standards and responsibilities, creates a result-oriented environment and follows through on actions.  
**Level 3**
- Communications:** Communicates well, both verbally and in writing. Effectively conveys and shares information and ideas with others. Listens carefully and understands various viewpoints. Presents ideas clearly and concisely and understands relevant detail in presented information.  
**Level 4**
- Creativity/Innovation:** Generates novel ideas and develops or improves existing and new systems that challenge the status quo, takes risks, and encourages innovation.  
**Level 2**
- Critical Judgement:** Possesses the ability to define issues and focus on achieving workable solutions. Consistently does the right thing by performing with reliability.  
**Level 3**
- Customer Orientation:** Listens to customers, builds customer confidence, increases customer satisfaction, ensures commitments are met, sets appropriate customer expectations and responds to customer needs.  
**Level 3**
- Interpersonal Skills:** Effectively and productively engages with others and establishes trust, credibility and confidence with others.  
**Level 3**

**Leadership:** Motivates, empowers, inspires. Collaborates with and encourages others. Develops a culture where employees feel ownership in what they do and continually improve the business. Builds consensus when appropriate. Focuses team members on common goals.

**Level 3**

**Teamwork** Knows when and how to attract, develop, reward and utilise teams to optimise results. Acts to build trust, inspire enthusiasm, encourage others and help resolve conflicts and develops consensus in creating high performance teams.

**Level 3**

**Technical/Functional Expertise:** Demonstrates strong technical/functional proficiencies and knowledge in areas of expertise. Shows knowledge of organisational business and demonstrates proficiency in the strategic and financial processes.

**Level 4**

**Knowledge:**

Knowledge of Public Service Act; the Education Act and Regulations, Probation of Offenders Act; Children and Young Persons Act, Protection Against Domestic Violence Act and other legislation related to children and families.

**Skills:**

Skilled in report writing;  
Skilled in writing project proposals;  
Skilled in the interpretation and application of specified rules and regulations;  
Analytical Skills  
Oral presentation skills;  
Supervisory skills;  
Counselling skills;  
Interviewing skill;  
Computer skills; Presentation skills;  
Research skills

**Contacts:** Principal and other members of staff, Ministry of Education officials, Senior Education Officer, Welfare Officers, students, parents and the general public

**Working Conditions:** Work is performed in a school.

**N.B.: THE OFFICER IS EXPECTED TO MAINTAIN HIGH LEVELS OF CONFIDENTIALITY.**

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**SUPERVISOR**

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**DATE**

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**EMPLOYEE**

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**DATE**