



## College Counsellor / Psychologist

The College Counsellor report to the Principal through the Assistant Principal Pastoral Care. The College Counsellors work collaboratively with the Assistant Principal - Pastoral Care and the Pastoral Leaders. The role sits within a current counselling team consisting of 2 psychologists.

### **Basic Role Purpose**

The Counsellor seeks to promote and provide an inclusive community school environment which actively engages all students to develop positive mental health and well-being. The Counsellor is integral to the implementation of the foundation principle that an Edmund Rice School acts justly through its structures and processes, particularly by standing in solidarity with those who are vulnerable and marginalised.

### **Roles and Key Responsibilities**

1. To provide individual support to those students who are experiencing difficulties in their home or school life;
2. To be available to both students and parents to listen to and discuss matters of concern in their lives;
3. To work closely with the Pastoral Leaders in each year group and assist them in dealing with specific matters dealing with the welfare of their year groups;
4. To arrange contact with outside community agencies, such as CYMHS

8. Provide psychological counselling, therapy and programs for individuals and groups for a range of mental health, emotional and family issues. This involves:
  - 8.1 Experience and competence with individual psychological therapy, including a range of evidence-based therapies;
  - 8.2 Familiarity and experience with evidence-based group programs for mental health issues and resilience building
  - 8.3 Delivery of system level programs for students eg. Transition programs, peer support, study skills, remedial etc.
  - 8.4 Facilitating small group preventative and proactive programs for students (eg. Social skills and anger management);
9. Plan evidence-based interventions in collaboration with other staff, relevant professional and parents. This may involve:
  - 9.1 Communication and planning evidence-based interventions with school staff;
  - 9.2 A good knowledge and understanding of diversity of the student population and school community and principles and practices for inclusion.
  - 9.3 Ability to coordinate and participate in a multidisciplinary team
  - 9.4 Developing interventions to facilitate the educational services provided to students
  - 9.5 Communication and planning evidence-based interventions with parents
  - 9.6 Writing reports and professional letters
  - 9.7 Liaison with external professionals and agencies
  - 9.8 Developing links with relevant community agencies
  - 9.9

11. Respond to and assist schools and the organization in their response to critical incidents and emergencies. This can require:
  - 11.1 Knowledge of current evidence on management of traumatic incidents;
  - 11.2 Participation in the development and review of school policies and plans for critical incident response;
  - 11.3 Assisting with school wide management of, and response to , critical incidents and emergencies;
  - 11.4 Providing individual and group support to students and families;
  - 11.5 Liaison with external service providers where necessary;
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