



POSTION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

JOB TITLE	ELC and Junior Years School Counsellor (K - Year 4)
HOURS OF WORK	Part Time
PROGRAM	K – Year 4
REPORTS TO	Junior Years School Counsellor reports to the Director of Early Learning and Junior Years and ultimately the Principal
POSITION OBJECTIVE	<p>Supporting the overarching vision of the Early Learning and Junior Years Program the School Counsellor role is focused on emotional regulation and resiliency, and protective factors for future wellbeing.</p> <p>The Early Learning and Junior Years Counsellor is an integral member of the Student Wellbeing (SWELL) network.</p> <p>The Junior Years School Counsellor is responsible for monitoring and tracking the social, emotional, and behavioral needs of K - 4 students as requested by the Director of Early Learning and Junior Years.</p>
KEY ACCOUNTABILITIES	KEY TASKS
Assessments and External Providers	<p>The Early Learning and Junior Years School Counsellor is responsible for:</p> <ul style="list-style-type: none"> • drawing upon professional networks to engage specialised service providers. • interpretation of clinical reports and data. • ensuring accurate and relevant information is communicated to staff as appropriate. • liaising between specialists, providers, parents and relevant members of staff. • contributing to Pathways Planning documentation as required.
Curriculum and Student Academic Progress	<ul style="list-style-type: none"> • Active participation in Student Wellbeing (SWELL) meetings. • Aid in tracking students' wellbeing. • Advise when further internal or external assessment may be required and facilitate this process in consultation with the Director



	<p>of Early Learning and Junior Years.</p> <ul style="list-style-type: none"> Support the writing of Learning Profiles and Individualised Education Plans (IEP) as required. <p>Contribute to curriculum development in support of student wellbeing as requested by the Director of Early Learning Junior Years.</p>
Student Wellbeing	<ul style="list-style-type: none"> Consult with parents, teachers and other relevant parties regarding a student's emotional, social or behavioural wellbeing. Provide students with short-term intervention and support as required. Provide parenting education as required. Attend student wellbeing meetings and respond to all concerns in a timely manner. Ongoing communication with specialist and other relevant staff about students' wellbeing. Provide ongoing education and support to staff around developmental concepts and disorders. Facilitate input from experts in the field of educating students with emotional and learning needs.
Staff Professional Learning	<ul style="list-style-type: none"> To attend professional learning workshops and seminars that will assist in successfully meeting the objectives of this role. Support smooth, informed and positive transitions between key learning environments, ELC, Morris Hall and Wildfell. Liaise with previous academic institutions, parents and any specialists within a child's support team to develop a profile of students who require counselling support.
Transition Management	<ul style="list-style-type: none"> Contribute to the effective and timely submission of funding applications as requested by Director of Early Learning and Junior Years.
Administration	<ul style="list-style-type: none"> Meticulous documentation and file storage. Plan, facilitate and communicate effective wellbeing and interventions to all relevant stakeholders. Be mindful and respectful of the sensitive nature of the content and communications of the role.



Community	<ul style="list-style-type: none"> • Active member of staff across general school life and community engagement. • Support and facilitate staff, parent and community education around relevant topics and areas. • Be a positive ambassador of the School in all communications with students, parents, teachers and members of the wider community on a range of issues.
Other	<ul style="list-style-type: none"> • Any other duties as requested by the Director of Junior Years and Early Learning or the Principal.
SKILLS / KNOWLEDGE REQUIRED	<ul style="list-style-type: none"> • Demonstrated understanding of early years child development. • Excellent understanding of current Child Safety and Mandatory Reporting legislative requirements. • Student profiling and tracking. • Plan and prioritise tasks; time management skills and frameworks. • Ability to communicate information effectively and courteously both verbally and in writing. • The ability to express himself/herself clearly and professionally both verbally and in writing. • Awareness of the need for sensitivity and confidentiality in all dealings. • The ability to exercise tact and diplomacy. • Cooperative and works well with others in the pursuit of team goals; appreciation of collaboration and shares information.
QUALIFICATIONS / EXPERIENCE	<ul style="list-style-type: none"> • Tertiary qualification/s in Psychology or Counselling and adherence to the Australian Psychological Society and Australian Counselling Association Codes of Ethics. • Experience in an educational setting would be an advantage. • Proven experience in interpreting psychometric assessment, report writing, collating and explaining educational data. • Demonstrated ability to make good judgments and make good of initiative, produce work of a high quality, and to take responsibility for outcomes. • A positive personality with a support and service orientation focused on appropriate communication and delivery of outcomes to meet objectives.



OTHER REQUIREMENTS	<ul style="list-style-type: none">• Current Victorian (Employee) Working With Children Check
CHILD SAFETY	<p>All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, 3 and 6 month review processes and regular staff training and professional development.</p> <p>Employment with Melbourne Girls Grammar is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below.</p> <p>Child Safety Statement: Melbourne Girls Grammar</p> <ul style="list-style-type: none">• has zero tolerance for child abuse• actively works to listen to and empower children• has systems to protect children from abuse, and will take all• allegations and concerns very seriously and responds to them consistently in line with the organisation's policies and procedures• is committed to promoting physical, emotional and cultural safety for all children• is committed to providing a safe environment for all children

To learn more about the history, vision, mission and values of Melbourne Girls Grammar, please visit <https://www.mggs.vic.edu.au/>