

College Social Worker/Counsellor/Psychologist Role Description

TITLE	College Social Worker/Counsellor/Psychologist
AWARD	Victorian Catholic Education Multi Employee Agreement 2018
EMPLOYMENT CATEGORY	Education Support – Category B Level 3
EMPLOYMENT DETAILS	0.8- 1.0 Full Time Equivalent, Ongoing.
HOURS OF WORK	Monday to Friday 8.30am – 4.36pm (30 minute unpaid lunchbreak)
REPORTS TO	Deputy Principal – Students and Staff

Context

Mercy Regional College is a Catholic Co-educational Secondary College on two campuses – McAuley Campus, Camperdown and O’Keeffe Campus, Noorat. The College Social Worker/Counsellor/ Psychologist will work to support students at both the McAuley and O’Keeffe Campuses. Our Catholic Identity is best exemplified through a program of holistic education that encourages students and staff to pursue our Mercy core values of community, inclusiveness, learning, care, justice and mercy and excellence and achievement, in the Spirit of the Gospel.

The College Social Worker/Counsellor/ Psychologist operates as an integral member of the wellbeing team to support student wellbeing. As a member of the College staff, they work with all members of staff, both teaching and non-teaching and in partnership with families.

Primary Purpose and Key Priorities of Position

The College Social Worker/Counsellor/ Psychologist is responsible for the implementation of initiatives aimed at promoting and protecting student wellbeing through prevention, intervention and working with students and families requiring support. The College Social Worker/Counsellor/ Psychologist works as part of a team to empower and enable all students to flourish in an inclusive, engaging and mutually respectful environment, and drives initiatives that contribute to a model of proactive intervention.

As a staff member, the College Counsellor is expected to support the vision and mission of the school and ensure the college values are reflected in the way they work.

Key responsibilities include but are not limited to:

- Providing high level professional services to students and families in accordance with the practice standards of the Australian Association of Social Workers/Psychologists/Counsellors and within the parameters of the Colleges policies and procedures.
- Making decisions on complex intervention strategies including individual and collective counselling methodologies in line with College policy.
- Providing crisis intervention to students when deemed at risk, preparing safety and therapeutic plans, and liaising with key stakeholders to ensure a multidisciplinary team approach.
- Utilising professional theories and frameworks to conduct assessments to determine students' level of safety, barriers to learning, and best practice intervention programs.
- Identifying and referring at risk students to appropriate external agencies within the community.
- Developing professional reports that contain in depth factual analysis, including assessments and recommendations.
- Partnering with students, families, key workplace participants and external agencies to enhance student mental health and wellbeing.
- Providing specialist technical advice utilising evidence based best practices and recommendations on case management and services to the wellbeing team and year level community leaders through Student Welfare Action Group (SWAG) meetings.
- Partnering with the College wellbeing team and external networks to create educational resources and programs to support and upskill the College community as well developing and facilitating preventative programs for students.
- Analysing and evaluating student trends to provide evidence to assist in the planning of future initiatives.
- Building and advocating with a wide range of community services, government agencies and service providers, as well as creating partnerships and building relationships between the College and new external services.
- Source and apply for grants funding to support the provision of preventative programs in the College.
- Plan, co - facilitate and support the implementation of national and state initiatives linked to wellbeing, such as Respectful Relationships, Restorative Practice, National Safe Schools Framework, Be You, CCYP Child Safe Standards, RUOK and Bullying No Way days.
- Attend and actively participate in networks inclusive of but not limited to Catholic Education Ballarat (CEB) Wellbeing Network and Corangamite Shire Youth Network.
- Contribute to the ongoing development of College educational programs with a specific focus on M.E.R.C.Y and Health curriculums and others as appropriate and support to co-facilitate when appropriate.
- Contribute regularly to College publications inclusive of the Newsletter, website and social media platforms.

- Mentoring relevant positions within the wellbeing team, and supervising pre- service Social Work/Psychology/Counselling students within the team.

Other Accountabilities and Duties

In addition to the primary purpose and key priorities, the College Social Worker/Counsellor/ Psychologist will:

- Support the ethos of Mercy Regional College with a strong understanding of, and commitment to, the Catholic foundations of the College and relationship to student and staff wellbeing.
- Document and maintain procedures and records relevant to the position
- Comply with the standards of a Child Safe organisation
- Maintain and contribute to individual and collective responsibility for Health and Safety at the College
- Attend school meetings, assemblies, liturgies, community and faith days, sports days and after school events as required by the Principal.
- Undertake relevant professional and technical development.
- Undertake care for self through regular confidential debriefing and formal external supervision with a suitably trained practitioner.
- Undertake other reasonable duties as directed.

The College Social Worker/Counsellor/ Psychologist will have responsibility for ensuring administrative tasks, protocols and procedures relevant to the role are undertaken.

Key Relationships

Key relationships include:

- College NSCP Pastoral Worker
- Year Level Community Leaders
- College Inclusion and Diversity Leader
- Deputy Principal - Students and Staff

Key Selection Criteria

Essential:

- Formal qualifications in Social Work, Psychology, Counselling or Family Therapy and registration with the appropriate Australian Association.
- Experience in delivering wellbeing services in a secondary educational or youth setting
- Experience liaising with community service organisations, government agencies, specialist program administrators and other external bodies

- Demonstrated ability to work collaboratively with key stakeholders to enhance outcomes for children and young people
- Well-developed communication skills, including an ability to present to large groups
- Highly competent computer and technical skills, and the propensity to learn and establish new ways of working
- Have knowledge of curriculum provisions and the teaching and learning process in a Secondary setting
- Employee Working with Children Check and National Police Records Check (no older than 3 months at time of commencement)
- A dedication to continual upskilling through continued professional development

Desirable:

- Accreditation in Mental Health, or additional study/experience in youth mental health

This position requires a current Police Check, Working with Children Check and a current Victorian Drivers' Licence.

Child Safety

The Social Worker will be committed to the College's child-safe policy, comply with the DOBCEL Child Safeguarding Children and Young People Code of Conduct and all other policies and procedures relating to child safety and duty of care to students. They will demonstrate a duty of care to students in relation to their wellness for learning and will proactively support a child safe environment. They will be familiar with legal obligations relating to child safety (mandatory reporting) and be willing to complete the annual Mandatory Reporting eLearning module.

Acknowledgement

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;
- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated.

General Work Description – Education Support Services, Level 3 (VCEMEA)

<p>Competency</p>	<ul style="list-style-type: none"> • Competency at this level may include Level 1 – 2 competencies. In addition, competency at this level involves the development and application of professional knowledge in a specialised area and utilising a broad range of skills.
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	<ul style="list-style-type: none"> An Employee at this level will have a depth or breadth of expertise developed through extensive relevant experience and application, and performs work assignments guided by policy, precedent, professional standards and expertise. They may require provision of support and advice to senior management and/or performing a support role to a senior administrator.
Judgement, Independence and Problem-Solving	<p>Roles at this level will:</p> <ul style="list-style-type: none"> require problem solving that involves the identification and analysis of diverse problems, and will apply appropriate technical training and expertise to decision making Generally have scope to undertake some or all of the following in their area: <ul style="list-style-type: none"> innovate within own function and take responsibility for outcomes; design, develop and test equipment, systems and procedures; participate in planning involving resources used and developing proposals for resource allocation; Exercise high level diagnostic skills on sophisticated systems, and Analyse and report on data and experiments.
Direction	<ul style="list-style-type: none"> Routine supervision to general direction, depending on tasks involved and experience. Supervision is present to review established objectives.
Supervision	<p>Roles at this level may be required to:</p> <ul style="list-style-type: none"> supervise students while performing their normal duties but may not be used instead of a Teacher; Supervise other Employees at lower levels
Qualifications and Experience	<p>Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> Completion of a degree without relevant work experience. Completion of an advanced diploma qualification and at least one year's relevant work experience; Completion of a diploma qualification and at least two year's relevant work experience; Completion of a Cert IV and extensive relevant work experience; or an equivalent combination of relevant experience and/or education/training.