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| **Position Data** | |
| **Position Title** | Student & Family Counsellor |
| **Division** | Counselling and Therapy Services |
| **Location** | Canberra and regional areas covered by the program |
| **Employment Status** | Part time |
| **Position Level / Grade** | **SFC Rates Level 1 or 2** CatholicCare Enterprise Agreement |

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| **The Agency** |
| CatholicCare Canberra & Goulburn (CatholicCare) is the welfare arm of the Roman Catholic Church and has provided services to the Australian Capital Territory and South Eastern New South Wales since 1957.  Today CatholicCare is one of the ACT’s largest providers, assisting over 10,000 people per year across the ACT and its regions, through the provision of quality services that include accommodation, respite, aged care, disability, mental health, youth, drug and alcohol, employment, counselling, migrant support and early intervention services. CatholicCare employs around 270 people across the region. |
| **Our Vision** |
| Our vision is for an equitable society where the rights, dignity and worth of all individuals are recognised and promoted. |
| **Our Mission** |
| CatholicCare Canberra & Goulburn is the welfare arm of the Archdiocese of Canberra and Goulburn. In keeping with the Catholic Church’s Social Teachings we uphold the dignity of each person by;   * Providing high quality accessible services that are aligned with individual needs * Empowering individuals, couples and families * Promoting healthy, inclusive communities through relationships and collaboration for the common good. |
| **Our Values** |
| **Respect** - we recognise and provide services that uphold the inherent dignity of each individual.  **Stewardship** – we use our gifts and resources in a responsible way that helps provide justice for all.  **Solidarity** - we commit ourselves to work with others in a way that enables all in our community to share in the common good.  **Excellence** - we aspire to the highest standards of service for the people we care for, in all that we do and for all in our community. |

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| **Position Purpose** |
| A brief statement to describe the main objectives. |
| As a Student and Family Counsellor you will be responsible for providing therapeutic counselling to students and their families. You will also provide consultation to school staff regarding student welfare and classroom issues.  You will be responsible for providing a professional and confidential service, which adheres to relevant Professional Codes of Ethics and Conduct.  As well as therapeutic services you will be required to; maintain accurate and concise case notes and client files, enter and maintain data, as well as being responsible for other administrative duties as required. |

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| **Organisational Relationship** |
| Interaction in relation to other employees in the organisation. |
| The Student and Family counsellor is part of the broader integrated counselling team at CatholicCare. The team consists of psychologists, social workers and counsellors. |
| The team is supported by the Program Manager of Student and Family Counselling Services. |

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| **External Relationships** |
| Interaction in relation to external relationships. |
| The Counsellor may need to liaise and communicate with external stakeholders including staff within the schools, as well as other Community organisations. |

| **Duties and Responsibilities** | |
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| The fundamental, crucial job duties and responsibilities. | |
| Provide a quality intake and assessment process. | The Counsellor is responsible for conducting intake and assessment according to any school or CatholicCare processes or requirements. Parental permission is required in order to see primary school students. In the case of separated parents both parents’ permission is required. ‘Registration Form’ are completed and forwarded to the S&FC Admin Assistant within one week of seeing the client. Providing information regarding a more relevant service when inappropriate referrals are received. Provide feedback and follow up to referring party. |
| Conduct individual, peer and family counselling; and group work in the allocated schools. | Schedule session as per the school practice. Sessions are provided in line with any professional or CatholicCare Code of Ethics and Conduct. At the first session, you are required to inform the student of the limitations of confidentiality and our obligations under the Child Protection and Privacy Act. The SFC is a mandated person and must adhere to any policy or legislation regarding this. You must use your judgement regarding liaison and feedback with school staff and parents. You are required to be prepared for all sessions, including resources required.  Files must be kept in a secure filing cabinet on site at all times and returned to the S&FC Admin Assistant at the end of school year and/or within 1 week of the file being closed. If files are required to be transported this must be done using a lockable briefcase, in line with File Management Policy. Plan/provide groups for students and parents/caregivers when required. Plan/provide professional development for school staff when required. Liaise with Principals and school staff and provide consultation when required. |
| **Ensure that clinical and administrative standards are maintained in accordance with the Program’s policies** | The Counsellor will be responsible for maintaining client records and data entry as per program policy and within policy timeframes. Contribution and completion of support letters and reports may be required.  A case note must be made for every interaction regarding the case, including any correspondence, e-mails and other documents. Case notes must be factual, relevant, dated and signed; and adhere to any CatholicCare process or practice. In the case of any subpoena’s the file must be returned to the Manager upon immediate request.  Data entry must be completed at the end of each semester or when a case is closed. You are required to attend Wednesday meetings as directed. You are required to attend the Red Hill office for the Annual ‘First Day Back’ meeting. Complete paper and Connx timesheets on a fortnight basis. Where pay dates fall during a holiday period, have these completed prior to commencement of break and complete any other required documentation as requested by Program Manager or Director or stipulated in policy and procedure (e.g. travel allowance forms, leave forms, time in lieu requests). |
| **Supervision and professional development** | Attend, organise and carry out professional supervision and training as appropriate and in accordance with the relevant policies and procedures. Staff are supported to participate in supervision and ongoing training. It is the staff members responsibility to manage their PD requirements including attending core training required by the agency and relevant contracts. Policies in these areas are to be followed.  Provide feedback and disseminate information gathered from attendance at any external PD at the Wednesday Team Meeting. |
| **Group programs** | The counsellor may need to develop and/or facilitate psycho-educational or therapeutic group programs. Training in specific programs may be required. |
| **Team meetings** | The Counsellor will participate and contribute towards team meetings: this includes being on time and coming prepared to meetings. |
| **Ability to respond to crisis situation and critical incidents** | The counsellor may be required to respond to crisis situations and provide critical incident support. The counsellor will identify and prioritise the response required and primarily ensure the safety of those involved in the crisis or incident. Keep your critical Incident Information folder with you at all times and if a critical incident occurs at your school, management is to be contacted in the first instant. Relevant level of support will be discussed. Provide relevant support, guidance, advocacy to those involved and/or affected whilst following CatholicCare and schools policies and procedures. Keep in contact with management throughout the process and utilise supervision as required. Counsellors may also be asked to go and provide support at another school. |
| **Ability to provide a professional quality service to all stakeholders** | The Counsellor will maintain professional communication and provide timely response to all stakeholders. Maintain a visibility within the school community and being present in the staff room during breaks to provide school staff the opportunities to engage with the service provided. |
| **Position Specifications** | |
| * Effective oral and written communications skills * Ability to work independently, within the parameters of CCG policy and procedures * Excellent organisational skills and ability to prioritise tasks * Approachable and non-judgmental practice * Ability to take initiative and display positive team attitude * Well established professional boundaries | |
| **Knowledge** | |
| This is a body of information that applies directly to the performance of a function or duty. In other words, knowledge is the learned information that is needed prior to being able to perform an observable behaviour. | |
| **Critical** | * Understanding of the welfare sector and models of service * Tertiary skills in research, analysis and theoretical study * Mandatory reporting * Knowledge of related standards, laws, legislation |
| **Desirable** | * Understanding of the role of Catholic welfare * Work Health and Safety Policies/Legislation * Understanding of Quality Assurance Standards, protocols and implementation |

| **Skills** | |
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| Skills are usually something that has been learned. Skills can be developed through the transfer of knowledge Specific skills such as communication skills, operational skills, processing skills, software skills etc. | |
| **Critical** | **Communication**   * Listening, understanding and speaking clearly * Writing appropriately for different audiences * Establishing relationships and using networks * Establishing professional boundaries   **Teamwork**   * Working effectively with people of different ages, genders, race, religion or political persuasion   **Problem Solving**   * Analysing facts and testing assumptions. * Defining the problem and contributing factors. * Applying a range of strategies to problem solving. * Crisis intervention   **Planning and Organising**   * Establishing clear and attainable project goals and deliverables. * Planning the use of materials including time and materials * Managing time and priorities * Collecting analyzing and organizing information * Establishing evaluative criteria * Reporting on progress and outcomes   **Technology**   * Having a range of basic IT skills   **General**   * Driver license |
| **Desirable** | **Initiative and Enterprise**   * Demonstrating political, commercial, environmental, cultural, etc. sensitivities. * Marketing and selling a service.   **Technology**   * Being willing to learn new IT skills |

| **Abilities** | |
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| Personal abilities including aptitude, reasoning, assertiveness, handling sudden and unexpected situations, problem-solving ability, mathematical abilities etc. | |
| **Critical** | **Communication**   * Demonstrating empathy, assertiveness and tact. * Understanding the needs of clients.   **Teamwork**   * Recognising own strengths and limitations. * Promoting a positive team environment. * Collaborating and contributing to team results. * Building trust with clients and colleagues.   **Initiative and Enterprise**   * Identifying customer or client requirements.   **Planning and Organising**   * Managing tasks - delegating, coordinating, monitoring. * Being resourceful, taking initiative and making decisions. * Participating in continuous improvement.   **Learning**   * Managing own learning. * Sharing knowledge and experience in the workplace. * Having enthusiasm for ongoing learning. * Being willing to learn in any setting – on and off the job. * Being open to new ideas and techniques. * Being prepared to invest time and effort in learning new skills. * Acknowledging the need to learn in order to accommodate change. |
| **Desirable** | **Teamwork**   * Resolving differences of opinion   **Problem Solving**   * Developing creative, innovative and/or practical solutions. * Showing initiative in identifying and solving problems. * Solving problems independently and in teams. * Making realistic decisions and action plans. * Resolving customer concerns in relation to complex issues.   **Initiative and Enterprise**   * Being creative, initiating ideas and innovative solutions. * Translating ideas into action.   **Learning**   * Contributing to the learning community at the workplace |

**See Addendum A**

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| **Personal Attributes** | |
| Personal characteristics required to perform in this position successfully. | |
| **Critical** | * Evaluating and monitoring own performance. * Having knowledge and confidence in own ideas and vision. * Articulating own ideas and vision. * Taking responsibility. * Working ethically. * Being punctual and meeting deadlines. * Accepting change. * Empathetic. * Emotional Intelligence. * Enthusiastic and Positive. * Working under pressure |
| **Desirable** | * Demonstrating resilience. * Commitment to Social Equity. * Sense of Humour. |

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| **Decision Making** | |
| Area of decision making within the framework of this position. | |
| **Scope** | * Work involves a choice of action within limits of standard policy and procedures. Performs tasks and duties under general supervision, using established procedures and innovation. Chooses from limited alternatives to resolve problems. Occasional independent judgment is required to complete work assignments. Often makes recommendations to work procedures, policies and practices. Refers unusual problems to manager * Work requires judgment in the adaptation and interpretation of established practices, procedures, theories and/or concepts to solve problems and situations for which the solution is not clearly defined. Performs duties within scope of general organisation policies, procedures and objectives. Analyses problems and performs needs assessments. Uses judgment in adapting broad guidelines to achieve desired result. Regular exercise of independent judgment within accepted practices. Makes recommendations that affect policies, procedures and practices. Refers exceptions to policy and procedures to the manager. * Work is governed generally by broad instructions and objectives usually involving frequently changing conditions and problems with some judgment, initiative, creativity and/or ingenuity. Develops objectives and general policies and procedures for a specific program or functional area of responsibility within general scope of established operational goals and plans. Day-to-day work and decisions do not require direction or review by immediate manager. Results are reviewed by manager. Strategic issues are referred to manager. |
| **Decision Responsibility** | * Decisions generally involve how an operation will be done or carried out and are generally chosen from an available set of alternatives or precedents. * Moderate responsibility for decision-making involving evaluation of information. Decisions may require developing or applying alternatives or precedents. |
| **Consequence of Errors** | * Probable errors readily detected in normal course of work by standard check or routine crosscheck. Would be due to carelessness in most instances and cause little or no difficulty to correct. * Probable errors may be detected within the department or section in which they occur, but may affect the work of others within the organisation by requiring expenditure of time to trace errors and make all necessary corrections. * Probable errors may cause inaccuracies in reports, records or technical data, and result in dissemination of inaccurate or incomplete information. Errors may delay progress of projects to a limited extent; however, errors would usually be detected before result becomes serious. * Probable errors may cause serious consequences. Errors may cause effects on external relationships. * Probable errors may affect broader aspects of internal and/or external relations or public relations and have far-reaching effects on prestige, programs and operations. Results of errors usually of major importance, although may be mitigated in some instances by action of superiors. |

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| **Experience** |
| Work experience required for effective performance in this position. |
| * Three to five years of experience is desirable in this position |

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| **Compliance Requirements** |
| Laws, regulations, guidelines and specifications relevant to this position. |
| * Privacy Act 1988 * Discrimination Act 1991 * Human Rights Act 2004 * CatholicCare Enterprise Agreement 2010-2012 * Code of Conduct and Ethics for CatholicCare employees * Work Health and Safety Act 2011 * National Disability Service Standards * National Mental Health Service Standards * Home Care Standards * Aged Care Accreditation Service Standards * Working with Vulnerable People (Background Checking) Act 2011 * Family Law Act (ACT) * FRS Administrative Approval Requirements * Child and Young Persons Act (ACT) * AASW and AHPRA Codes of Ethics and Conduct * NSW Child Protection |

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| **Qualifications and Training** | |
| Essential qualifications and training required for this position. | |
| **Qualifications** | Degree in Psychology or Social Work with Eligibility for membership of the Australian Association of Social Workers or Registration as a Psychologist. |
| **Training** | Mandatory reporting |

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| **Working Environment and Conditions** |
| [Location](http://www.businessdictionary.com/definition/location.html) where [task](http://www.businessdictionary.com/definition/task.html)s are [completed](http://www.businessdictionary.com/definition/completed.html), the physical geographical location as well as stressors in this position. |
| **Working Environment** |
| Mostly generally good working conditions – little or no exposure to harm or danger. Everyday risks require normal safety precautions. Sometimes the environment can be noisy. The position occasionally requires driving of motor vehicles and the exposure to traffic, accidents and road conditions. Very rarely the requirement in this position is to work in isolation (traveling alone, house calls, potentially threatening situations and critical incidents) with safety and security risks ensuing. |
| **Stressors** |
| This position’s main stressors are time constraints – tight, numerous, simultaneous, peak period, unforeseen deadlines, etc. Unplanned activities which require immediate attention and resulting in competing priorities. |

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| **Key Performance Indicators** | | |
| The performance measurements for this position. | | |
| **Key Performance Area** | **Indicator** | **Percentage** |
| Operations and Contract Management | * Provide services according to contract requirements * Maintain accurate case notes and complete data entry as per policy and within required timeframes * Compliance with clinical standards including assessment, intake and referral |  |
| Staff Development | * Attend clinical supervision * Attend training to meet CPD requirements * Attend training to meet core training requirements of agency and programs * Provide clinical supervision across the agency |  |
| Quality Assurance | * Adheres to all policies and procedures * Adheres to CatholicCare’s Code of Ethics and Conduct |  |
| Risk Management | * Compliance to policies and procedures |  |
| Self-Management | * Comply with workplace health and safety laws. * Meet KPI’s as per Performance Appraisal. * Adhere to CatholicCare’s Policies and Procedures. | |

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| **Management Declaration** | |
| I have carefully reviewed the Position Description and am satisfied that it fully and accurately describes the requirements of the position. | |
| **Manager** |  |
| **Signature** |  |
| **Date** |  |
| **Employee Declaration** | |
| I have read this document and agree to undertake the duties and responsibilities as list above.  I acknowledge that:   * This position description details the accountabilities of the role and provides an indication of the current duties and tasks that I may be required to undertake. Additional or other duties may from time to time be allocated in order to fully meet the responsibilities of the role, team and any organisational objectives. * The measures where included in this document are indicative and will be reviewed with me on an annual basis and that my performance will be evaluated against these measures. | |
| **Employee** |  |
| **Signature** |  |
| **Date** |  |