

POSITION DESCRIPTION

POSITION TITLE:	Counsellor
POSITION NUMBER:	001305
DIVISION / DEPARTMENT:	Student Recruitment & Services/ Learning and Information Services
CLASSIFICATION LEVEL:	PACCT Level 6
MODE OF EMPLOYMENT:	Part Time
*LOCATION:	555 Latrobe Street Melbourne

Date: **July 2024**

*Note that the incumbent may be required to operate from any work sites of the Institute

GENERAL INFORMATION ABOUT THE INSTITUTE

William Angliss Institute is the Government endorsed specialist training provider for the foods, tourism, hospitality and events industries and is recognised as Australia's leading provider of training for these key industry sectors. The Institute aims to provide excellent vocational education and training services for industry, students and government in Victoria, Australia and internationally.

Programs offered by William Angliss Institute range from one-day courses and weekend industry training, through to apprenticeships, nationally recognised certificates and two-year full-time advanced diploma programs. Specialist degree programs extend the Institute's portfolio to provide higher level business and management education. Close links with industry and continuing innovation in the delivery of services ensure the relevance of programs to today's workplace.

GENERAL INFORMATION ABOUT THE DEPARTMENT

The Learning and Information Services department provides a comprehensive and high quality range of student and information services including the Library, E-Learning Support (including student portal maintenance and development), Copyright, Access and Disability Services, Learning Advisors, Student Engagement, Apprenticeship support and Wellbeing and Counselling services.

The key area of responsibility of the Wellbeing and Counselling Services is to promote wellbeing and mental health across the Institute. Counsellors and Wellbeing staff help individuals achieve their personal, educational and career goals through the provision of professional counselling, referral and practical assistance in a respectful and consultative manner.

This position sits within the Wellbeing and Counselling Services team which offers:

- Short term counselling and secondary consultation services.
- Internship program – Intern Counsellors undertake professional placements under supervision.
- Welfare support and community referral.
- Wellbeing promotion activities.

PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

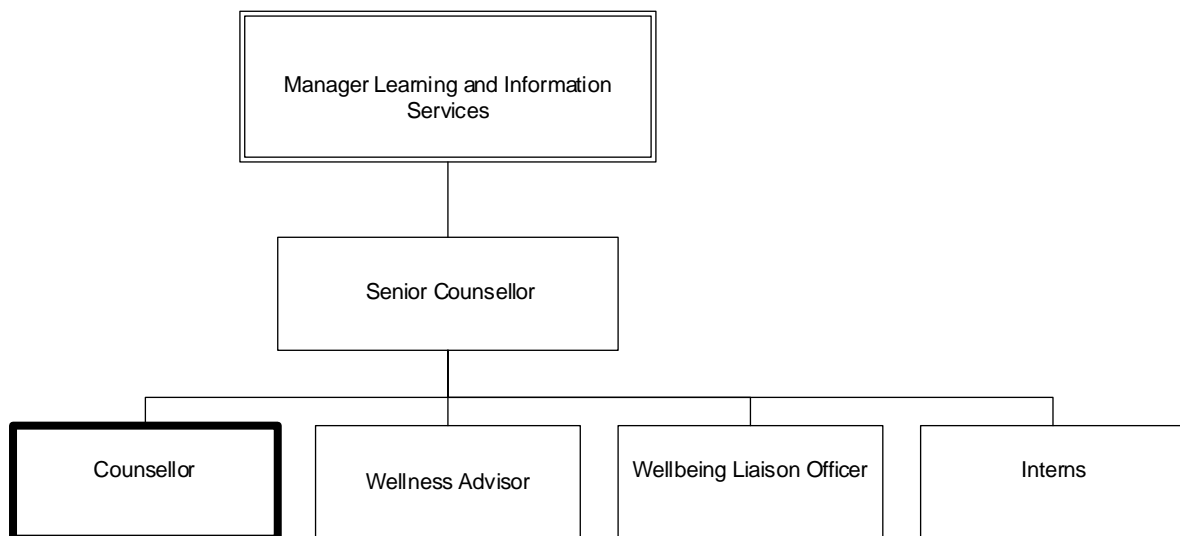
- Provide counselling and welfare services in order to assist in the achievement of students educational and vocational objectives, minimise the impact of factors which may adversely affect the educational achievements of students, and provide advice to staff on the management of student issues.

- Lead continuous improvement of counselling services in consultation with the Senior Counsellor to ensure the strategic objectives of Wellbeing and Counselling Services is achieved.
- The role is student focused and will involve liaison with external service providers as required.

REPORTING RELATIONSHIPS

The Counsellor reports directly to the Senior Counsellor, who reports to the Manager, Learning and Information Services within the Directorship of Student Recruitment and Services. The Manager, Learning and Information Services is responsible for providing a range of student related services across the Institute.

There are three positions that also report to the Senior Counsellor and they are the Counsellor, Wellness Advisor and the Intern Counsellors.



KEY DUTIES

This position is responsible for offering counselling to students who are dealing with issues that affect their mental health and wellbeing. The role approaches their work holistically using a wellness model that encourages students' strengths.

The responsibilities of this position include:

- Providing confidential counselling for students through appropriate techniques and interventions, observing ethical and professional standards Work with students to improve mental health
- Providing counselling services based on social/emotional/behavioural needs of students
- Referring students to psychologists and other services as appropriate
- Offering a holistic (mind and body) approach to mental health care. Maintaining and preserving the confidentiality of the counsellor/student relationship whilst balancing duty of care
- Maintaining appropriate case records, including client registration, case notes, case closures and archiving of records
- Liaising with external counselling service providers and be a point of contact for feedback and follow-up of students who have been referred
- Collaborating with the Senior Counsellor on the implementation of intervention strategies for students to facilitate learning in individual, small group or classroom settings
- Attending staff, institute and student services meetings as required.
- Reporting on Wellbeing and Counselling Services when required including statistical information on the service

- Participating in projects which include developing and facilitating workshops and skill development sessions for Institute staff and students, in collaboration with other members of Student Services.
- Promote and work with the WACS team to organise mental health promotion and health education activities in the Institute.

Other Responsibilities:

- The incumbent can expect to be allocated duties not specifically mentioned in this document but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
- Specific performance objectives will be negotiated as part of the Institute's regular performance review process.
- The incumbent will be required to comply with the Institute and Public Sector Code of Conduct, Occupational Health and Safety Policy and Procedures, Child Safe Policy and Procedures, Diversity, Access and Equity Policy and all other relevant legislation, policy, procedures or practices.
- Be familiar and ensure compliance with the relevant state and territory Vocational Educational and Training (VET) Government Funding Contract at all times by meeting contractual requirements of the Contract(s) and ensuring all staff are aware of their responsibilities mandated by the Contract(s). Ensure that internal and external audit recommendations that relate to the relevant VET Government Funding Contract(s) are actioned and implemented on a timely basis and reported accordingly.

In accordance with the William Angliss Institute of TAFE PACCT Staff Enterprise Agreement 2021 (PACCT EBA), the following descriptions apply for PACCT LEVEL 6 positions:

EDUCATION, TRAINING AND EXPERIENCE

Education, Training and Experience means the type and duration of training which the duties of the classification level typically require for effective performance. Training is the knowledge through formal education, on the job instruction or exposure to procedures.

Relevant Degree or relevant post graduate qualification and experience; or lesser formal qualifications with substantial experience and management expertise in technical or administrative fields; or an equivalent combination of relevant experience and/or education / training.

TASK LEVEL

Task Level means the type, complexity and responsibility of the tasks typically performed by staff within each proposed classification level.

Supervision of others to achieve specified objectives.

May contribute to the development and interpretation of policy that has an impact beyond the immediate functional area.

Independently relate existing policy to work assignments or rethink the way a specific body of knowledge is applied in order to solve problems.

May involve an individual working in a specialised discipline.

May prepare and monitor work area budget.

Provide sound advice in the area of specialist expertise.

JUDGEMENT AND PROBLEM SOLVING

Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed, and Problem Solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.

Exercise independent judgement and decision making skills with the ability to understand and independently relate existing policy to work assignments.

Adapt procedures to fit policy prescriptions or use theoretical principles in modifying and adapting techniques to new situations. Relevant guidance and advice are usually available.

Interpret policy that has an impact beyond the immediate work group.

May be relied upon to provide accurate specialist advice.

SUPERVISION AND INDEPENDENCE

Supervision and Independence means both the way in which positions are supervised, managed or held accountable, and the degree of independence which applies in supervising or managing other staff or contractors. Independence is also the extent to which a staff member can work independently without supervision or direction.

Position operates with broad direction and work will be performed at a professional or supervisory level with clearly established objectives, strategies and methodologies.
The employee may have supervisory line management responsibility.

Decisions and actions taken will impact upon programs and projects being managed.

Contribute to the development of long term operational strategies.

ORGANISATIONAL RELATIONSHIP AND IMPACT

Organisational Relationship and Impact means the level of knowledge and awareness of the organisation, its structure and functions that would be expected in the performance of the duties of the position, and the purposes to which that organisational knowledge and awareness may be put.

Understanding the immediate goals of the Institute and the legal context in which the Institute operates.

Detailed knowledge of policies and the impact they have upon the activities of the organisation.

May be required to negotiate with other work areas to achieve objectives that may impact upon other areas of the Institute operations.

INTERPERSONAL SKILLS

Interpersonal Skills means the level of communication skills both verbal and written and the scope of the circumstances where the staff member is expected to use these skills.

Ability to gain co-operation and assistance from others, including those supervised where appropriate, clients and members of the public, to achieve the identified objectives.

The ability to motivate and develop employees.

Liaise, on an individual and team basis, with employees at all levels of the Institute and with counterparts in other organisations to discuss alternative strategies and with other employees to resolve intra-organisational problems. In the field of expertise influence decisions both within and external to the work area.

Note: PACCT Staff at this level must also be competent in meeting criteria detailed for the previous level as per Schedule 2 of the PACCT EBA.

KEY SELECTION CRITERIA

Qualifications

Relevant Degree or relevant post graduate qualification in counselling or related field.

Recent (no longer than three years) critical incident response qualifications or experience, e.g. Mental Health First Aid

Experience

Knowledge, skills and experience in a range of counselling approaches to assist students experiencing hardships in their lives

Knowledge of contemporary approaches to student wellbeing and student development and issues

Experience in an educational environment would be desired, as would experience in community and mental health settings

Strong interpersonal communication and negotiation skills

Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks

Proven commitment to ongoing professional learning, regarding student wellbeing

Demonstrated behaviours that align with the William Angliss Institute Values.

Desirable

Experience in a related role in a tertiary educational institution would be highly regarded.

SPECIAL CONDITIONS

Provision and or willingness to obtain an *Employee Working with Children Check* prior to commencement. The incumbent will be required to renew prior to expiry date of current check whilst employed by the Institute.

Provision and or willingness to obtain a Police Check prior to commencement and renewal every five years thereafter.

WILLIAM ANGLISS INSTITUTE STRATEGY 2024 - 2028

Our Vision:

To be Australia's recognised first choice educational provider of foods, tourism, hospitality and events skills and knowledge.

Our Mission:

To deliver the highest quality specialist skills and education to inspire and empower a diverse community of learners.

Our Business Strategy:

Our Vision and Mission drive the business strategy of the Institute. As a specialist provider unique in Australia's post-secondary education landscape differentiation is central to William Angliss Institute's business strategy.

Differentiation Includes:

- being recognised for the quality of the student experience
- being recognised for the capability of our graduates
- actively applying innovation within our programs
- being recognised for facilitating lifelong learning
- further development of transnational educational delivery through an off-shore network
- a commitment to applied research

Differentiation will support:

- growing in a manageable and profitable manner
- practising sustainable development
- celebrating our expertise
- continuing to build successfully on our heritage, our industry, our people, our community and our alumni

William Angliss Institute acknowledges the traditional owners of the land on which our campus facilities are based and through our actions seek to share and build knowledge across our staff and students with respect to First Nations culture.

Focus Areas:

William Angliss Institute's Strategic Plan 2024- 2028 has five focus areas. They are:

1. Enhancing the Student Experience
2. Fostering Education Excellence
3. Optimising International Opportunities
4. Engaging with Industry, Community and Alumni
5. Being Sustainable

Institute Values

Personal Responsibility:	accountable, responsive, with integrity, respect and impartiality and acknowledging human rights
Inspiration:	passionate, stimulating and optimistic
Empowerment:	nurturing, encouragement and challenging
Community:	sharing, partnership and connections
Expertise	Leadership, innovation and industry practice