

Role Description

Guidance Officer

Inclusion and Diversity

We all have a role in making our workplace one that embraces and values diverse backgrounds, perspectives and life experiences, creating a workplace where [we all belong](#).

Reasonable adjustments may be discussed with your manager, approved and documented to support and promote human rights and diversity across the workforce.



Job Evaluation No.	24215	Content Manager No.	18/115628
Work Unit	Rosewood State High School Metropolitan South Region Early Childhood and State Schools Division		
Location	Rosewood		
Classification	Stream 2, Level 1, Teaching in State Education Award – State 2016		
Job Type	Temporary Full-time Temporary period until 13 December 2024 unless otherwise determined		
Salary Range	\$141,088 – \$143,582 per annum Salary is reflective of full-time employment (1.0FTE) <i>Plus superannuation contributions of up to 12.75% of your annual salary.</i>		

Your employer

The Department of Education (DoE) is committed to delivering responsive services focused on equity and excellence to Queenslanders and their communities. We promote equity and excellence by our commitment to respect, protect and promote human rights. Our objectives are: a strong start for all children, every student realising their potential, fair and safe workplaces and communities, capable people delivering our vision. Our vision is one of equity and excellence in a progressive, high performing education system that realises the potential of every student.

For more information about the department, please visit our website at www.qed.qld.gov.au

Your opportunity

As the Guidance Officer you will:

- Provide professional expertise, leadership and support to school communities and networks in the development and implementation of plans, programs, and procedures to assist students in achieving positive educational, developmental and lifelong learning outcomes
- Collaboratively negotiate, develop and implement programs for students that have a focus on preventative and early intervention strategies; are responsive to identified personal, social, emotional and educational needs; and aim to foster resilience and personal skills development.

Guidance Officers contribute towards, and are accountable for the provision of a comprehensive student support program that is responsive to the identified and changing needs of students. The program will be negotiated with and authorised by a line manager, usually the Principal. Guidance Officers are required to provide this service in collaboration with other school-based personnel and external support providers in a variety of educational contexts, including schools and alternative education programs.

Guidance Officers are required to participate in regular clinical and technical supervision with a Senior Guidance Officer or their nominee, to ensure the provision of ongoing professional support and development.

Your role

You will have responsibility for leading the following activities and delivery of the following key tasks:

- Advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, career development, mental health and family issues.



- Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs.
- Provide a counselling and referral service to assist students in decision making about critical educational, personal, social, emotional and career development, and provide ongoing support during the implementation phase of their decision.
- Conduct activities such as student observation and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions.
- Assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans, including Educational Support Plans.
- Provide specific support in secondary schools that may include involvement in the process of Senior Education and Training (SET) planning, career development and future pathway options counselling.
- Balance the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others, and maintain a comprehensive and professional record keeping system that complies with policy and legal requirements of parental and legal access to official records.
- Participate in relevant professional development, and prepare and implement professional and personal skill development programs and in service activities for administrators, teachers and parents.
- Provide leadership and specialised support in response to student protection issues; critical incidents and emergencies; and the transition of students into alternative education programs, and their reintegration back into mainstream schooling.
- Guidance Officers (Intensive Behaviour Support) work collaboratively with other school-based support personnel to assess and address the needs of students requiring the most intensive behaviour support

A mandatory requirement of this role is:

- Current full registration as a teacher in Queensland. Information on registration requirements is available at www.qct.edu.au or on toll free 1300 720 944.

AND one of the following:

- Completed coursework Masters, majoring in guidance and counselling, or an equivalent completed coursework Masters including study in the areas of psychoeducational assessment, counselling and mental health

OR

- General or provisional registration as a psychologist through the Australian Health Practitioner Regulation Agency (AHPRA) Psychology Board

OR

- an Australian Psychology Accreditation Council (APAC) accredited four- or five-year qualification in psychology, that at the time of completion, would enable general registration as a psychologist following completion of a board approved internship or accredited sequence of study.

Highly desirable:

- A minimum of two (2) years full-time, or equivalent, teaching experience
- Current membership of the Queensland Guidance and Counselling Association (QGCA).

How you will be assessed

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

1. Capacity to provide leadership that enables the effective delivery of whole-of-school educational programs and services that support the inclusion of all students.
2. Capacity for effective counselling and individual case management involving a multidisciplinary approach, within an environment of competing priorities.
3. Demonstrated strong interpersonal skills and the capacity to develop and sustain productive relationships within and beyond the school community.
4. Capacity to develop and implement student support programs and services for students with high support needs that reflect best practice and that align with departmental policies and procedures.

5. Demonstrated capacity to effectively respond to sensitive and complex student issues within an ethical framework.

Please note: The final criteria will be addressed through referee checks and elaborated on at interview; do not write to this in your written application.

Additional information

- This role description works in conjunction with the Candidate Information Package.
- For further information regarding applying for teaching positions, refer to the Department of Education's teacher employment information at <https://teach.qld.gov.au/apply-to-teach/submit-your-application>