

COUNSELLOR

BRANCH/UNIT	Student Services		
TEAM	Counsellors		
LOCATION	Various		
CLASSIFICATION/GRADE/BAND	Counsellor		
POSITION NO.	TBA		
ANZSCO CODE	272115	PCAT CODE	TBA
TAFE Website	www.tafensw.edu.au		

1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

2. POSITION PURPOSE

Responsible for providing appropriate educational, vocational and personal counselling to prospective and enrolled students within TAFE NSW.

3. KEY ACCOUNTABILITIES

1. Individual counselling and group work in:
 - Educational counselling such as course choice and planning; skills and ability assessment.
 - Assessment of factors hindering successful course completion; study difficulties.
 - Vocational (career) counselling such as career choice/planning; retraining; career development; employment advice/prospects.
 - Personal counselling in matters affecting educational progress.
2. The use of educational, vocational and psychological tests where appropriate.
3. Contact and liaise with a wider network of appropriate educational and other community agencies and resources for purposes of information and referral.
4. Referral services to appropriate internal and external service providers.
5. Information sessions on more complex educational, vocational and financial issues.
6. Conduct of relevant surveys and investigations for student services.
7. Services to teaching staff and Institute/campus management:
 - Educational consultancy and advisory service to teachers on student, classroom or course related matters.
 - Identifying and reporting/recommending to management on broad trends, issues and concerns relevant to students' educational programs.
 - Design and conduct of group staff development programs in specialist areas as appropriate.
8. Undertaking appropriate professional and administrative functions including record keeping and maintenance of confidential files.
9. Ensuring professional standards, ethics and requirements of relevant legislation are maintained.

4. KEY CHALLENGES

- Keeping current on legislative and policy changes impacting on the position
- Geographically dispersed campuses and utilisation of technology
- Varying client demographics across West Region

5. KEY RELATIONSHIPS

WHO	WHY
Senior Counsellor	<ul style="list-style-type: none"> Accountability
Manager Student Hubs	<ul style="list-style-type: none"> Accountability
Director Student Services	<ul style="list-style-type: none"> Accountability
Students	<ul style="list-style-type: none"> Provision of information and support
Teaching Staff	<ul style="list-style-type: none"> To align with course completion priorities

6. POSITION DIMENSIONS

Reporting Line: Manager Student Hubs

Direct Reports: Nil

Indirect Reports: Nil

Financial delegation: TBA

Budget/Expenditure: TBA

7. ESSENTIAL REQUIREMENTS

- Appropriate Degree (or qualification at AQF Level 7 and above) and;
- At least three years study in psychology or other such study as the Employer deems appropriate plus;
- Two years appropriate vocational experience.
- Knowledge of NSW secondary and post-secondary education and training systems.
- Demonstrated knowledge of current labour market trends within the West Region.
- Demonstrated high-level planning, organising and time and priority management skills.
- Current NSW Drivers Licence and ability and willingness to travel to the identified circuit locations for the role to which you are applying.
- Knowledge of and commitment to the Department's Aboriginal education and training policies.

8. CAPABILITIES





NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

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Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Intermediate
	Act with Integrity	Intermediate
	Manage Self	Adept
	Value Diversity	Adept
 Relationships	Communicate Effectively	Adept
	Commit to Customer Service	Adept
	Work Collaboratively	Intermediate
	Influence and Negotiate	Intermediate
 Results	Deliver Results	Intermediate
	Plan And Prioritise	Intermediate
	Think and Solve Problems	Adept
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Intermediate
	Technology	Adept
	Procurement and Contract Management	Foundational
	Project Management	Foundational

FOCUS CAPABILITIES

The focus capabilities for the Student Supervisor are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
Personal Attributes Manage Self	Adept	<ul style="list-style-type: none"> Look for and take advantage of opportunities to learn new skills and develop strengths Show commitment to achieving challenging goals Examine and reflect on own performance Seek and respond positively to constructive feedback and guidance Demonstrate a high level of personal motivation
Personal Attributes Value Diversity	Adept	<ul style="list-style-type: none"> Seek and promote the value of diversity for the organisation Recognise and adapt to individual differences and working styles Support initiatives that create an environment in which diversity is valued
Relationships Communicate Effectively	Adept	<ul style="list-style-type: none"> Tailor communication to the audience Clearly explain complex concepts and arguments to individuals and groups Monitor own and others' non-verbal cues and adapt where necessary Create opportunities for others to be heard Actively listen to others and clarify own understanding Write fluently in a range of styles and formats

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Relationships Commit to Customer Service	Adept	<ul style="list-style-type: none"> • Take responsibility for delivering high quality customer-focused services • Understand customer perspectives and ensure responsiveness to their needs • Identify customer service needs and implement solutions • Find opportunities to co-operate with internal and external parties to improve outcomes for customers • Maintain relationships with key customers in area of expertise • Connect and collaborate with relevant stakeholders within the community
Results Deliver Results	Intermediate	<ul style="list-style-type: none"> • Complete work tasks to agreed budgets, timeframes and standards • Take the initiative to progress and deliver own and team/unit work • Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals • Seek and apply specialist advice when required
Results Think and Solve Problems	Adept	<ul style="list-style-type: none"> • Research and analyse information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems and select the most effective solutions from a range of options • Participate in and contribute to team/unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness
Business Enablers Technology	Adept	<ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Identify opportunities to use a broad range of communications technologies to deliver effective messages • Understand, act on and monitor compliance with information and communications security and use policies • Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business • Support compliance with the records, information and knowledge management requirements of the organisation