

Role Description

Counsellor

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10009-01
Classification/Grade/Band	Counsellor
Senior executive work level standards	Not Applicable
ANZSCO Code	272115
PCAT Code	1229192
Date of Approval	May 2024
Agency Website	www.tafensw.edu.au

Agency overview

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.

Primary purpose of the role

This position is responsible for the delivery of a range of appropriate counselling services to enrolled and prospective students, and educational consultancy and support to teaching and staff.

Key accountabilities

1. Individual counselling and group-work in:
 - Educational counselling, such as course choice and planning; skills and ability assessment; identification and assessment of factors hindering successful course completion; and study difficulties.
 - Vocational and career counselling, retraining and career development, and employment advice.
 - Personal counselling in matters affecting educational progress.
2. Use of educational, vocational and psychological tests or inventories for assisting in determining the most appropriate action(s) with and for clients.
3. Services to teaching staff and management via multiple channels, including:
 - Educational consultancy and support service to teachers and coordinators on student, class, program or course related matters.
 - Identifying, reporting and recommending to management on broad trends, issues and concerns relevant to students, and educational programs.
 - Design and conduct staff development programs in specialist areas, as appropriate.
4. Provision of relevant professional expertise in the design or conduct of programs targeting students with special needs.
5. Design and deliver information sessions on more complex educational, vocational, and mental health.
6. Establishment of and liaison with a wide network of appropriate educational and other community agencies and resources for purposes of information sharing, referral and promotion.
7. Referral services to appropriate internal and external service providers.
8. Undertake appropriate professional and administrative functions including keeping and maintaining appropriate confidential client records and files for Counselling & Career Development Services team.
9. Ensure professional standards, ethics, and requirements of relevant legislation are implemented and maintained.
10. Maintain currency with educational, social, psychological and health related issues as they relate to TAFE NSW students, emerging groups or particular student cohorts.
11. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
12. Place the customer at the centre of all decision making.
13. Work with the Line Manager to develop meaningful performance and review plans.

Key challenges

- Establishing, building and maintaining productive relationships with a range of internal and external stakeholders to ensure counselling services are utilised for optimum benefits of students and TAFE NSW objectives.
- Working across a diverse range of activities including student and teacher support, direct counselling, consultancy and advice, administration and staff development to meet TAFE NSW programs, courses and student needs.
- Undertaking counselling services to achieve efficiencies at the same time as maintaining high quality in counselling services delivery.
- Maintaining currency in broader TAFE NSW and community services, programs and networks to ensure counselling services are up to date, accessible and effectively used.

Key relationships

Internal

Who	Why
Line Manager	<ul style="list-style-type: none">• Receive leadership, advice and support.
SEG Delivery (teachers/TAFE Digital)	<ul style="list-style-type: none">• Work collaboratively on delivering student counselling and career development services.
Customer Student Success Support Leadership teams	<ul style="list-style-type: none">• Inform and advise on counselling requirements impacting on Customer & Student Success Support processes.• Build and nurture an engaging Customer & Student Success Support community.
Broader Customer Student Success Support managers, specialists teams	<ul style="list-style-type: none">• Share and collaborate on delivering an effective counselling and Career Development services.
Students	<ul style="list-style-type: none">• Supporting and providing a professional level of counselling and career development services.

External

Who	Why
Local Industry/Community/Professional networks/Educational Organisations	<ul style="list-style-type: none">• Build and maintain strong professional relationships to enhance and support the counselling service.• Collaborate and network on service delivery programs and professional knowledge & information.

Role dimensions

Decision making

- Makes decisions on complex and sensitive issues that have a high level of impact on the immediate work area and the potential to impact more broadly on agency operations and externally.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Senior Counsellor

Direct reports

Nil

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Appropriate degree from a Tertiary Institution and at least 3 years study in Psychology or other such study as the Employer deems appropriate, plus 2 years appropriate vocational experience and eligibility for Psychology registration with AHPRA OR eligibility for registration with the Australian Association of Social Work.
3. Two years relevant recent counselling experience in personal counselling and vocational or educational counselling Or post-graduate qualifications in relevant counselling areas.

4. Willingness and ability to travel as per business requirements.

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

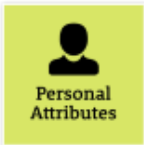
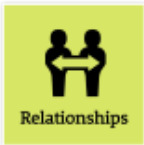
The capabilities are separated into focus capabilities and complementary capabilities.

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

Capability group/sets	Capability name	Behavioural indicators	Level
 Personal Attributes	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"> Adapt existing skills to new situations Show commitment to achieving work goals Show awareness of own strengths and areas for growth, and develop and apply new skills Seek feedback from colleagues and stakeholders Stay motivated when tasks become difficult 	Intermediate
 Relationships	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> Tailor communication to diverse audiences Clearly explain complex concepts and arguments to individuals and groups Create opportunities for others to be heard, listen attentively and encourage them to express their views Share information across teams and units to enable informed decision making Write fluently in plain English and in a range of styles and formats Use contemporary communication channels to share information, engage and interact with diverse audiences 	Adept



Commit to Customer Service

Provide customer-focused services in line with public sector and organisational objectives

- Take responsibility for delivering high-quality customer-focused services
- Design processes and policies based on the customer's point of view and needs
- Understand and measure what is important to customers
- Use data and information to monitor and improve customer service delivery
- Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers
- Maintain relationships with key customers in area of expertise
- Connect and collaborate with relevant customers within the community

Adept



Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence
- Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience
- Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience
- Seek contributions and ideas from people with diverse backgrounds and experience
- Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness
- Identify and share business process improvements to enhance effectiveness

Adept



Technology

Understand and use available technologies to maximise efficiencies and effectiveness












- Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks
- Use available technology to improve individual performance and effectiveness
- Make effective use of records, information and knowledge management functions and systems
- Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies

Intermediate

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational