

COUNSELLOR

BRANCH/UNIT	Student Experience Group		
TEAM	Customer & Student Success – Support / Counselling & Career Development Services		
LOCATION	Negotiable		
CLASSIFICATION/GRADE/BAND	Counsellor		
POSITION NO.			
ANZSCO CODE	272115	PCAT CODE	1229192
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

The Counsellor 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.

3. 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.

4. 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.

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Senior Counsellor	<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	
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.

6. POSITION DIMENSIONS

Reporting Line: Senior Counsellor

Direct Reports: Nil

Indirect Reports: Nil

Financial delegation: TBA

Budget/Expenditure: TBA

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.

7. ESSENTIAL REQUIREMENTS

1. 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 registration with APHRA OR eligibility for registration with the Australian Association of Social Work.
2. Two years relevant recent counselling experience in personal counselling and vocational or educational counselling Or post-graduate qualifications in relevant counselling areas.
3. Willingness and ability to travel as per business requirements.
4. Ability to address and meet focus capabilities as stated in the Position Description.





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:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Intermediate
	Act with Integrity	Intermediate
	Manage Self	Intermediate
	Value Diversity and Inclusion	Intermediate
 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	Intermediate
	Procurement and Contract Management	Foundational
	Project Management	Foundational

FOCUS CAPABILITIES

The focus capabilities for the Counsellor 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	Intermediate	<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.
Relationships Communicate Effectively	Adept	<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.
Relationships Commit to Customer Service	Adept	<ul style="list-style-type: none"> 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.
Results Think and Solve Problems	Adept	<ul style="list-style-type: none"> 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.
Business Enablers Technology	Intermediate	<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.

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none">• 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.
