

<p>MINISTRY OF EDUCATION, YOUTH & INFORMATION GUIDANCE AND COUNSELLING UNIT</p>

JOB DESCRIPTION
GUIDANCE COUNSELLORS

JOB TITLE:	GUIDANCE COUNSELLOR
Reporting to:	The Principal or Vice Principal. The Guidance Counsellor may also refer to Regional Guidance Officer/s for additional direction and/or clarification.
JOB PURPOSE:	Under the direction of the Principal, the Guidance Counsellor implements an appropriate guidance programme, using the framework of the National Programme.
PREAMBLE:	<p>The job of the Guidance Counsellor comprises five major components viz., Preventive, Interventive, Administrative, Supportive, and [personal] Professional Development as follows:</p> <ol style="list-style-type: none">Preventive: those proactive initiatives implemented to deter or undermine the onset of individual or group problems.Interventive: those activities initiated to reduce the risk to or impact on the group of an already existing problem situation.Administrative: those activities related to the proper and timely delivery of the service.Supportive: those management activities that establish, maintain and enhance the total guidance and counselling programme. These activities are facilitated by the Counsellor but <u>not necessarily</u> initiated by him or her.Professional Development: those activities which will enhance the counsellor's professional performance and competence.

The job tasks have been grouped according to the foregoing categorization – the Counsellor should implement each component in the following ways, placing emphasis on classroom guidance as well as group and individual counselling.

PREVENTIVE

1. Assisting in planning, implementing, and coordinating orientation programmes designed to help students to adjust to new experiences within the school environment.
2. Providing opportunities for students and others to establish and maintain healthy interpersonal and working relations e.g. through community service.
3. Providing opportunities for students and others to learn skills of conflict reduction and resolution.
4. Sharing with the principal and staff current relevant information to enable them to cope with students at various stages of development.
5. Liaising with parents and other members of the community on matters relating to student development, for the purpose of promoting greater understanding between school, home and community.
6. Assisting students to obtain necessary information about self and the environment to make appropriate choices and timely career decisions.
7. Liaising with the Work Experience Teacher and collaborate with the Community Service Coordinator [where applicable] to initiate appropriate workplace preparation, job placement attachments, or job shadowing experiences, and for selection of appropriate sites.
8. Coordinating efforts intended to promote leadership development of Peer Counsellors and encouraging participation in the community service programme.

INTERVENTIVE

1. identifying exceptional students for special programmes, consistent with their needs and potentials
2. Facilitating the work of the Guidance and Welfare Committees.
3. Acting as resource person for special projects implemented by the Guidance Committee.

4. Coordinating opportunities for continuing staff development at the school level, especially as it relates to providing staff with alternative coping mechanisms.
5. Conducting home visits, as necessary, whilst ensuring personal safety.
6. Facilitating student assessment to:
 - {a} ensure the readiness of students for new learning
 - {b} periodically, determine the students' rate of progress
7. Assisting students to identify and cope with distractions which may interfere with learning and constructive living.
8. Assisting with the formulation of school rules and their interpretation to students and parents.
9. Initiating and/or coordinating referral of students to appropriate services and/or sources of information, at the community and national levels.

ADMINISTRATIVE

1. Preparing and submitting to the Principal and Guidance Officer, a Plan of Action/School Programme at the start of each school year or term, and submitting at predetermined intervals reports of the activities accomplished.
2. Developing and maintaining such student confidential records as may be necessary.
3. Keeping relevant records related to student welfare.
4. Scheduling referrals on behalf of students and documenting related progress and outcomes.
5. Networking between schools and other organizations.
6. Developing, coordinating and implementing crisis intervention strategies.
7. Managing the schools guidance programme.
8. Preparing weekly lesson plans, and calendar of activities.
9. Maintaining log of daily activities.

SUPPORTIVE

1. Being available as resource person in local staff development and training exercises.
2. Providing references and identifying possible resources in the development of a student-friendly guidance programme.
3. Being available to **ALL** members of the school staff, parents and guardians for consultancy services.
4. Facilitating the work of the Guidance and Welfare Committees.
5. Providing advocacy for **ALL** students
6. Conducting needs assessment to determine the competencies to be addressed at each grade level.
7. Consulting with the Advisory Team in evaluating the schools guidance programme and facilitate the appraisal of programme delivery.
8. Using the Guidance Programme Evaluation Form to self-assess the progress and level of implementation of the guidance programme
9. Conduct action research, which will benefit the school programme.

PERSONAL PROFESSIONAL DEVELOPMENT

With the approval of the Principal and guided by the Ministry of Education's recommendations

1. Attending professional seminars and workshops, conferences, courses, and meetings including those of the Jamaica Association of Guidance Counsellors in Education [JAGCE], the Guidance & Counselling Unit and other organizations not to exceed 15 sessions per year.
2. Demonstrating knowledge of the laws and policies that relate to:
 - {a} education;
 - {b} guidance and counselling;
 - {c} children and adolescents
3. Abiding by the Education Act {1980} and the National Code of Ethics of the Jamaica Association of Guidance Counsellors in Education [JAGCE].

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