



**FRASER HIGH SCHOOL**  
Te Kura Tuarua o Taniwharau

## **Job Description**

Hauora Centre Manager

**UNITS HELD:** 3 Management Units

**DIRECTLY RESPONSIBLE TO:** Principal

**RESPONSIBLE FOR:** Guidance Counsellors, Hauora Support staff, Placements, Pinnacle employees

**OVERVIEW:**

The Fraser High School Hauora Manager plays a crucial role in supporting the academic, social, mental health and emotional development of students.

The Hauora Manager's role includes developing and facilitating programmes within the school which enables the growth of students' resilience and capabilities. The Hauora Manager will work closely and collaboratively with other members of the pastoral care and student support team, to ensure maximum support and quality guidance is made available to students. The role is an integral part of this team, whose focus is on nurturing a school culture focused on learning while promoting the school LEAD values – Learn with Purpose, Engage with Pride, Act with Respect and Dare to Succeed.

The Hauora Manager at Fraser High School is accountable to the Principal and the Assistant Principals. The relationship between a Principal/Assistant Principal and the Hauora Manager is built on collaboration and mutual respect, focusing on student welfare and educational support. The principal provides leadership, ensuring that the manager's role aligns with the school's vision and policies, while the manager offers specialised support to address students' emotional, social, and educational needs. This partnership helps foster a safe, inclusive school environment and ensures that student well-being is integrated into the broader goals of the school.

| Key Tasks                      | Outcomes   |
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| <b>Leadership expectations</b> | <ul style="list-style-type: none"> <li>● Ensure that quality guidance and support is provided to students on an individual and group basis by all members of the guidance team.</li> <li>● Manage and oversee all guidance counselling programmes and initiatives within the school.</li> <li>● Develop and facilitate new programmes and initiatives to meet the ongoing and changing needs of the school community.</li> <li>● Contribute to the Pastoral team meetings, and positively engage with initiatives and strategies discussed.</li> <li>● Actively support Fraser High School's school wide expectations.</li> <li>● Oversee and maintain an effective database system, ensuring that records are up-to date and accurate, and meet the school counselling guidelines for student privacy and confidentiality.</li> <li>● Oversee crisis response strategies.</li> </ul>  |
| <b>Relationships</b>           | <ul style="list-style-type: none"> <li>● Develop and maintain positive, productive and professional relationships with students.</li> <li>● Develop and maintain positive, productive and professional relationships with teaching staff, educational and other professionals, parents and whaanau, and other stakeholders.</li> <li>● Manage and liaise regularly with other members of the Hauora team, to share information and practice, and to discuss issues and concerns.</li> <li>● Liaise regularly with the Pastoral care team members to share information, and to discuss issues and concerns.</li> <li>● Liaise (formally) weekly with the Assistant Principal, to share information, and to discuss issues and concerns.</li> <li>● Liaise regularly with community networks and agencies to share and gather information, and to improve professional learning.</li> <li>● Organise student and whaanau advocacy for Disciplinary Meetings if requested.</li> <li>● Always communicate in a professional manner.</li> <li>● Work cooperatively and with flexibility.</li> </ul> |

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| <p><b>Counselling</b></p> | <ul style="list-style-type: none"> <li>● Individual Counselling: <ul style="list-style-type: none"> <li>○ Provide individual counselling to students facing personal, academic, or career-related issues.</li> <li>○ Help students identify their strengths, weaknesses, interests, and goals, and develop strategies to overcome challenges and achieve their objectives.</li> </ul> </li> <li>● Skilled at using different Counselling modalities: <ul style="list-style-type: none"> <li>○ Have experience and a solid skill base in using different modalities</li> <li>○ Being reflexive to the needs of students within the counselling setting.</li> </ul> </li> <li>● Work with High-Risk Students: <ul style="list-style-type: none"> <li>○ Be highly skilled in working with students who are identified as High-Risk.</li> <li>○ Liaise with mental health agencies, Police, Oranga Tamariki, and other agencies on an as needed basis.</li> <li>○ Completing referral paperwork and processes on an as needed basis. This includes High-Risk situations that require counsellors to be present at school after school hours if a High-Risk student is still on school grounds and is requiring assistance for safety and to mitigate risk.</li> <li>○ Writing safety plans and liaising with family and caregivers on an ongoing basis.</li> </ul> </li> <li>● Group Counselling: <ul style="list-style-type: none"> <li>○ Conduct group counselling sessions on topics such as anxiety, stress management, career exploration, and interpersonal relationships.</li> <li>○ Facilitate discussions and activities to promote positive behaviour and mental health.</li> </ul> </li> <li>● Write, Create and Organise Resources: <ul style="list-style-type: none"> <li>○ For group counselling sessions and students, tailoring programmes so that they are relevant to the needs of students at Fraser High School.</li> </ul> </li> </ul> |
| <p><b>Support</b></p>     | <ul style="list-style-type: none"> <li>● Academic Support: <ul style="list-style-type: none"> <li>○ Collaborate with the Academic Dean and parents to address academic concerns and implement interventions as needed.</li> <li>○ Collaborate with Deans and Assistant Principals to support them with pastoral and attendance issues.</li> </ul> </li> <li>● Crisis Intervention: <ul style="list-style-type: none"> <li>○ Provide immediate support to students in crisis situations, such as experiencing trauma, loss, or emotional distress.</li> </ul> </li> </ul>  |

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|                                      | <ul style="list-style-type: none"> <li>○ Coordinate with the school Senior Leadership Team, mental health professionals, and community resources to ensure students receive appropriate care.</li> <li>● Advocate: <ul style="list-style-type: none"> <li>○ Advocate for students needs and rights as needed with regard to outside agencies. This may include attending external meetings with students at such places as Oranga Tamariki, Police, medical appointments, Mental Health appointments.</li> </ul> </li> <li>● Collaboration: <ul style="list-style-type: none"> <li>○ Collaborate with teachers, parents, school nurses/doctor, and other school staff to support student success and well-being.</li> <li>○ Participate in meetings, workshops, and professional development activities to stay updated on best practices in counselling and education</li> </ul> </li> </ul>  |
| <b>Professional Responsibilities</b> | <ul style="list-style-type: none"> <li>● Record Keeping: <ul style="list-style-type: none"> <li>○ Maintain accurate and confidential records of counselling sessions, assessments, and interventions.</li> <li>○ Ensure compliance with legal and ethical standards regarding student confidentiality and privacy.</li> </ul> </li> <li>● Supervision: <ul style="list-style-type: none"> <li>○ Attend supervision on an ongoing basis as this is a requirement of the NZAC professional body for counselling in New Zealand.</li> </ul> </li> <li>● NZAC Membership: <ul style="list-style-type: none"> <li>○ Meet all requirements to keep their membership with NZAC up to date. This includes ongoing supervision, professional development, and CPD plans.</li> </ul> </li> <li>● Professional Development: <ul style="list-style-type: none"> <li>○ Participate in professional learning on a regular basis in alignment with CPD requirements, and to enhance their counselling skills and knowledge.</li> <li>○ To keep up to date with current and new counselling practices.</li> </ul> </li> <li>● Policies and Procedures: <ul style="list-style-type: none"> <li>○ Ensure a safe and supportive environment by following established policies and procedures, maintaining consistency, confidentiality, and professionalism in your work with students.</li> <li>○ Adhere to the guidelines set out in <a href="#">“The School Guidance Counsellor Guidelines for Principals, Boards of Trustees, Teachers and Guidance Counsellors 2015 revised edition”</a></li> <li>○ Adhere to the <a href="#">“Code of Ethics, A framework for Ethical Practice 2020 revised edition”</a></li> </ul> </li> </ul> |

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| <b>Te Tiriti o Waitangi</b> | <ul style="list-style-type: none"><li>● Implement the values and principles of partnership, participation and protection:<ul style="list-style-type: none"><li>○ Provides culturally responsive and sustainable opportunities &amp; support</li><li>○ Work in a way that is culturally safe for everyone</li><li>○ Want to build relationships with all stakeholders.</li><li>○ Deliberately develop a partnership with mana i te whenua</li></ul></li></ul> |
| <b>Administrative</b>       | <ul style="list-style-type: none"><li>● Software<ul style="list-style-type: none"><li>○ Be competent in using Google &amp; Microsoft programmes, KAMAR, and other needed programmes for note keeping and communication.</li><li>○ Complete administration tasks on an as needed basis.</li></ul></li></ul>   |

## QUALIFICATIONS:

- Registered teachers are welcome (not required). If a registered teacher, the guidance counsellor must use the [“School Guidance Counsellors Standards for the Teaching Profession Quality Practice Template Resource”](#) to complete their Professional Growth Cycle.
- Bachelor’s and/or Master’s degree in counselling.
- Registration or certification as a counsellor or therapist, from a recognised tertiary institution.
- To be a current member of a relevant regulatory body in New Zealand, such as NZAC.
- The guidance counsellor should demonstrate in their practice a commitment to the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.
- Experience working with youth aged 12-18 in a counselling role.
- Knowledge of counselling techniques, human development, and mental health issues affecting adolescents.
- Strong communication, interpersonal, and organisational skills.
- Ability to work collaboratively with students, parents, teachers, and organisations.
- Commitment to diversity, equity, and inclusion in education.
- Ability to utilise time management and effective stress management well.

## WORKING CONDITIONS:

- The Hauora manager typically works during school hours, with some flexibility to accommodate high risk students, professional development, meetings and events outside of regular hours.
- The Hauora Manager may need to travel between school locations or attend off-site meetings or training sessions.
- The job may involve working with students from diverse backgrounds and cultures, requiring sensitivity and cultural competence.

Note: This job description is intended to provide a general overview but is not limited to the responsibilities and qualifications required for the Hauora Manager’s role at Fraser High School in accordance with the school's policies, student population, and other factors.