

## POSITION DESCRIPTION



**POSITION TITLE:** Senior Counsellor

**DIVISION / DEPARTMENT:** Student Recruitment and Services/ Learning and Information Services

**CLASSIFICATION LEVEL:** TAFE PACCT Level 7

**MODE OF EMPLOYMENT:**

**LOCATION\*:** 55 Latrobe Street Melbourne

**Date:** January 2026

\*Note that the incumbent may be required to operate from any work sites of the Institute

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### GENERAL INFORMATION ABOUT THE INSTITUTE

William Angliss Institute is the Government endorsed specialist training provider for the foods, tourism, hospitality and events industries and is recognised as Australia's leading provider of training for these key industry sectors. The Institute aims to provide excellent vocational education and training services for industry, students and government in Victoria, Australia and internationally.

Programs offered by William Angliss Institute range from one-day courses and weekend industry training, through to apprenticeships, nationally recognised certificates and two-year full-time advanced diploma programs. Specialist degree programs extend the Institute's portfolio to provide higher level business and management education. Close links with industry and continuing innovation in the delivery of services ensure the relevance of programs to today's workplace.

### GENERAL INFORMATION ABOUT THE DEPARTMENT

The Learning and Information Services Department incorporates the Learning Resource Centre (Library), the e-Learning unit, Learning Advisory Service, Copyright, Wellbeing & Counselling, Disability Support and Student Opportunities.

### PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

- Manage a range of counselling and welfare services in order to assist in the achievement of students and staff (clients) educational and vocational objectives, minimise the impact of factors which may adversely affect the educational achievements of clients, and provide consultation to staff on the management of student issues.
- Lead continuous improvement of counselling services in consultation with the Manager, Learning and Information Services to ensure client focused service is achieved.
- Provide leadership to a range of services in the area including the Crisis Aid and Support Team (policy development also) and Intern Counsellors to ensure the objectives of these areas are met.

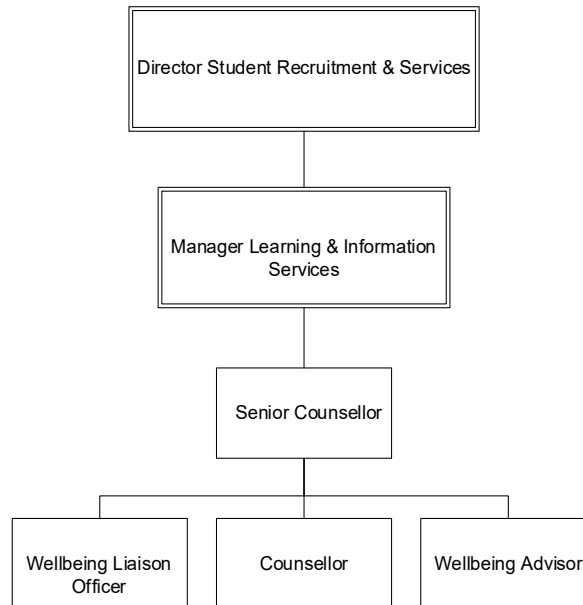
### REPORTING RELATIONSHIPS

This position reports directly to the Manager, Learning and Information Services who reports to the Director Student Recruitment and Services.

There are three (3) positions that report into this position and they are the Wellbeing Liaison Officer, Wellbeing Advisor and Counselor.

*Senior Counsellor*

Additionally this position also oversees and coordinate Interns as required.



## KEY DUTIES

This leadership position is responsible for the coordination, development, monitoring and delivery of a range of complex counselling, educational and welfare services to students and staff.

The responsibilities of this position include:

- Provide confidential short-term counselling, consultation, liaison and referral services for clients of the Wellbeing and Counselling Service (WACS).
- Manage and further develop the Institute's Crisis Aid and Support Team (CAST) and provide consultation and advice regarding critical incident stress management support and students at risk.
- Develop and recommend policies within the area of Wellbeing and Counselling and input into relevant Institute policies and procedures.
- Manage projects which include developing and facilitating workshops and skill development sessions for Institute staff and students, in collaboration with other members of Student Services.
- Participate in and develop new initiatives or programs for the WACS.
- Represent the WACS within the Institute to raise the profile of services offered and key issues affecting students/clients
- Report on WACS activities, client attendance and initiatives.
- Provide authoritative advice in the area of Counselling support.
- Maintain compliance and professional conduct, ethics and standards of practise/professional development as required by a relevant professional association (see Selection Criteria).
- Attend relevant internal and external network meetings as required e.g. the Counsellors at TAFE Network, Crisis Intervention and Management Australia.
- Provide supervision to Intern Counsellors on placement.

- Under the direction of the Manager, LIS, provide supervision and co-ordination of the Wellbeing Officer to ensure quality service within day-to-day activities.
- Develop, evaluate and review a student transition and integration strategy for Student Services.

**Notes:**

- The incumbent can expect to be allocated duties not specifically mentioned in this document but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
- Specific performance objectives will be negotiated as part of the Institute's regular performance planning and review process.
- The incumbent will be required to comply with the Institute and Public Sector Code of Conduct, Occupational Health and Safety Policy and Procedures, Child Safe Policy and Procedures, Diversity, Access and Equity Policy and all other relevant legislation, policy, procedures or practices.
- Be familiar and ensure compliance with the relevant state and territory Vocational Educational and Training (VET) Government Funding Contract at all times by meeting contractual requirements of the Contract(s) and ensuring all staff are aware of their responsibilities mandated by the Contract(s). Ensure that internal and external audit recommendations that relate to the relevant VET Government Funding Contract(s) are actioned and implemented on a timely basis and reported accordingly.

***In accordance with the William Angliss Institute of TAFE PACCT Staff Enterprise Agreement 2023 (PACCT EBA), the following descriptions apply for PACCT LEVEL 7 positions:***

**EDUCATION, TRAINING AND EXPERIENCE**

*Education, Training and Experience means the type and duration of training which the duties of the classification level typically require for effective performance. Training is the knowledge through formal education, on the job instruction or exposure to procedures.*

Relevant Degree and relevant post graduate qualification and experience; or lesser formal qualifications with extensive experience with management expertise in technical or administrative fields; or equivalent combination of relevant experience and/or education /training.

**TASK LEVEL**

*Task Level means the type, complexity and responsibility of the tasks typically performed by staff within each proposed classification level*

Duties undertaken will require the development of new methods using specific knowledge as it applies to work assignments.

May be required to conduct investigations and manage projects relating to the modification or development of new policies or programs.

May manage a work area involving the coordination of a range of complex activities or functions.

May implement major change programs which may impact on other areas of Institute operations.

## **JUDGEMENT AND PROBLEM SOLVING**

*Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed, and Problem Solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.*

Required to demonstrate sound conceptual and analytical skills within the problem solving context with a view to resolving operational and policy based issues.

Plan, develop and oversee the delivery of departmental / divisional programs and/or procedures.

Evaluate the way a specific body of knowledge is applied in order to solve problems and/or adapt procedures to fit policy prescriptions. Use theoretical principles in modifying and adapting techniques in areas where guidance is not always available within the Institute

May be relied upon as an authority in a specialist area.

Contribute to the development of the strategic directions of the Institute by having a significant role in developing and recommending policies within their area of expertise or management.

## **SUPERVISION AND INDEPENDENCE**

*Supervision and Independence means both the way in which positions are supervised, managed or held accountable, and the degree of independence which applies in supervising or managing other staff or contractors. Independence is also the extent to which a staff member can work independently without supervision or direction.*

Act under broad direction and independently within broad guidelines determined by management.

May manage/supervise other staff.

Duties performed may be at the project management / consultant level.

Interpretation and implementation of policy which has an impact beyond the immediate work area.

Decisions and actions taken at this level may have a significant effect on the operations of the work team, programs and projects being managed, and other areas of the Institute.

## **ORGANISATIONAL RELATIONSHIP AND IMPACT**

*Organisational Relationship and Impact means the level of knowledge and awareness of the organisation, its structure and functions that would be expected in the performance of the duties of the position, and the purposes to which that organisational knowledge and awareness may be put.*

Understanding of the long term goals of the wider organisation and of its values and aspirations and of the legal, economic, community and political context in which the Institute operates.

Detailed knowledge of policies and the impact they have upon the activities of the organisation.

May be required to negotiate with other work areas to achieve objectives.

## **INTERPERSONAL SKILLS**

*Interpersonal Skills means the level of communication skills both verbal and written and the scope of the circumstances where the staff member is expected to use these skills.*

Ability to persuade, convince and negotiate with clients, members of the public and other organisations in the establishment, pursuit and achievement of specific and objectives.

Ability to manage and lead staff.

Provide advice and recommendations that will influence the decisions made by others including peers, supervisors and teams.

***Note: PACCT Staff at this level must also be competent in meeting criteria detailed for the previous level as per Schedule 2 of the PACCT EBA.***

## KEY SELECTION CRITERIA

### Qualifications and training

- Relevant Degree and relevant post graduate qualifications in Counselling, Psychology, Youth Work, Social Work or relevant community welfare field and registration with one of the following:
  - Psychotherapists and Counselling Federation of Australia (PACFA)
  - Australian Counsellors Association (ACA), or
  - Australian Association of Social Workers (AASW), or
  - Australian Health Practitioners Regulation Authority (AHPRA) Psychology Board

Or lesser formal qualifications with extensive experience with management expertise in technical or administrative fields; or equivalent combination of relevant experience and/or education /training.

- Recent (within 3 years) training and/or experience in at least one of the following areas: Mental Health First Aid, Critical Incident Response, Psychological First Aid, Suicide Prevention/Intervention.

### Experience

- Demonstrated knowledge of and experience in counselling, youth wellbeing, and the use of a wide range of interventions to achieve beneficial outcomes for clients.
- Skills and experience in designing, facilitating and evaluating group programs/presentations (e.g. wellbeing based, therapeutic, psycho-educational).
- Exceptional interpersonal, written and verbal communication skills with the ability to establish rapport with a wide range of students and staff, including the ability to develop and maintain networks that enhance the effective provision of services for students at risk.
- Proven ability to persuade, convince and work collaboratively with a diverse team in the establishment, pursuit and achievement of specific service objectives.
- Skills and experience in the supervision of staff, including professional supervision of intern counsellors with a proactive motivational approach.
- Demonstrated behaviours that align with the William Angliss Institute Values.

### Desirable

- Postgraduate qualifications in counselling
- Experience in a related role in a tertiary educational institution
- A demonstrated ability to appreciate and be sensitive to the needs of those from culturally and linguistically diverse backgrounds and students presenting with equity and disability issues.

### SPECIAL CONDITIONS

- Provision and or willingness to obtain a valid *Employee Working with Children Check* prior to commencement at their own cost. The successful incumbent will also be required to renew prior to expiry date of current check whilst employed by the Institute at their own cost.
- Provision of a current Police Check or willingness to obtain a Police Check prior to commencement at their own cost. The successful incumbent will also be required to renew every five years thereafter at their own cost.



## **WILLIAM ANGLISS INSTITUTE STRATEGY 2024 - 2028**

### **Our Vision:**

To be Australia's recognised first choice educational provider of foods, tourism, hospitality and events skills and knowledge.

### **Our Mission:**

To deliver the highest quality specialist skills and education to inspire and empower a diverse community of learners.

### **Our Business Strategy:**

Our Vision and Mission drive the business strategy of the Institute. As a specialist provider unique in Australia's post-secondary education landscape differentiation is central to William Angliss Institute's business strategy.

### **Differentiation Includes:**

- being recognised for the quality of the student experience
- being recognised for the capability of our graduates
- actively applying innovation within our programs
- being recognised for facilitating lifelong learning
- further development of transnational educational delivery through an off-shore network
- a commitment to applied research

### **Differentiation will support:**

- growing in a manageable and profitable manner
- practising sustainable development
- celebrating our expertise
- continuing to build successfully on our heritage, our industry, our people, our community and our alumni

William Angliss Institute acknowledges the traditional owners of the land on which our campus facilities are based and through our actions seek to share and build knowledge across our staff and students with respect to First Nations culture.

### **Focus Areas:**

William Angliss Institute's Strategic Plan 2024- 2028 has five focus areas. They are:

1. Enhancing the Student Experience
2. Fostering Education Excellence
3. Optimising International Opportunities
4. Engaging with Industry, Community and Alumni
5. Being Sustainable

### **Institute Values**

Personal Responsibility:	accountable, responsive, with integrity, respect and impartiality and acknowledging human rights
Inspiration:	passionate, stimulating and optimistic
Empowerment:	nurturing, encouragement and challenging
Community:	sharing, partnership and connections
Expertise	Leadership, innovation and industry practice