

JOB DESCRIPTION

Date	December 2020
Position Title	Psychologist – Senior School
Employment Conditions	Part time (0.8FTE across 5 days)
	In accordance with the St Mary's Anglican Girls' School (Inc) Enterprise Agreement
Reports to	Head of Psychology Services

The vision of St Mary's Psychology Services Department is 'to engage with all levels of the St Mary's community to promote wellbeing and foster organisational health'. The Department aims to promote wellbeing beyond the counselling room to both the students who seek counselling and those who do not. We aim to strengthen the social capital of each student by also supporting peers, families and teachers. The Psychology Services Department is guided by the values of trust, ethics, respect and growth.

The Department is comprised of four psychologists in our Senior and Junior Schools providing counselling services pertaining to student welfare in the area of learning, behaviour and personal/social competence.

ROLE

We are seeking an experienced, innovative and enthusiastic School Psychologist to join our Senior School Psychology Services Department to work with our students, parents, staff and external agencies. The School Psychologist will contribute to enacting the vision of the Psychology Services Department to provide effective support for the wellbeing of our students and foster organisational health in the School. Applicants must have excellent interpersonal and communication skills and a passion for a whole-school approach to student wellbeing.

The School Psychologists' main duty is to provide a child and adolescent psychological service in the School and to work with other staff to support students and families; to facilitate access and participation and to maximise educational outcomes for students; and to utilise psychological expertise in education and learning, to support and build the capacity of the school community working toward the same goals.

The School Psychologist works with students, teachers, school staff, parents and external professional groups or agencies. Assistance is provided with matters pertaining to student welfare in the areas of learning, behaviour, and personal/social competence. School Psychologists are also members of the Wellbeing Team and Pastoral Care Committee, and work in close consultation with the Dean of Students, Associate Dean of Students, Associate Dean of Wellbeing, Dean of Administration, Heads of Year, Head of Boarding, Medical Centre staff and Heads of Department.

At all times the delivery of counselling support is within ethical and professional obligations. Psychologists need to adhere to appropriate professional conduct as governed by the Code of Ethics of the Australian Psychological Society.

RESPONSIBILITIES

School Psychologists will perform the following duties:

Counselling

- Provide first point psychological counselling, therapy, support and programs for individuals and groups for a range of mental health, emotional and family issues. At all times ensure that the main focus is on the duty of care to students. This involves:
 - Provision of consultative advice and support and inform teachers to recognise and respond to youth mental health appropriately.
 - Consultation with parents/guardians when concerns relative to their children are impacting on the student's adjustment and progress at St Mary's.
 - Receive referrals from parents and members of staff and determine appropriate intervention.
 - Experience and competence with individual psychological therapy, including a range of evidence-based therapies (eg CBT, DBT, ACT, solution-focused therapy).
 - Familiarity and experience with evidence-based group programs for mental health issues and resilience building.
 - Advise the Dean of Students and, where appropriate, parents when referring clients to outside agencies.
 - Delivery of system level programs for students including but not limited to transition programs, peer support, study skills, and mindfulness.
 - Facilitating small group preventative and proactive programs for students.

- Communicate students' particular needs and plan evidence-based interventions with other staff, relevant professionals and parents. This may involve:
 - Communicating students' particular needs by writing reports and/or summarising information in external reports to relevant members of staff or external professionals.
 - Communicating and planning evidence-based interventions with school staff and parents/guardians, and referring parents and students to outside professionals or agencies as needed.
 - Liaison with external professionals and agencies regarding student case management.
 - Developing Links with relevant community agencies and act as a liaison between parents, St Mary's staff and appropriate outside agencies, as needed.
 - A good knowledge and understanding of the diversity of the student population and school community (eg CALD, ATSI, LGBTQIA+, disadvantage, disability) and principles and practices for inclusion.

- Respond to emerging crises and provide appropriate support to the School, in collaboration with the Head of Psychology Services.

Pastoral Care

- Assist in the planning and contribute to new student transition programs, such as Year 7 Orientation Day and the Big Sister Little Sister Mentors Afternoon.

- Assist Heads of Year in the organisation and implementation of programs, focusing on the developmental concerns of students ie stress management and personal/social development.

PSYCHOLOGIST – SENIOR SCHOOL

- Support the academic and pastoral care programs at St Mary's through individual case management and take a Link group as required.
- Liaise with the Head of Boarding to assist students in the transition to boarding school life.
- Consult with the School Executive regarding the development and implementation of relevant staff professional development programs.

Assessment

- Undertake socio-emotional psychological assessment and diagnosis in adolescent development, within the school setting as a first-point of service, and determine the need to refer to outside agencies. This will involve:
 - Clear understanding of normal and abnormal adolescent development.
 - Knowledge and understanding of mental health disorders and their relationship to adolescent development.
 - Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources.
 - Diagnosis requiring analysis and synthesis of multiple measures, other information and understanding of diagnostic criteria as set out in DSM-5 or ICD 10.
 - Communicate results from assessments and recommended interventions to parents and relevant school staff as required.
 - Prepare and undertake referrals to external clinicians or agencies.
- Assist in the management of the Learning Profiles for students in the Senior School with disabilities and additional needs. This may involve:
 - Knowledge, experience and understanding of developmental disabilities and psychoeducational assessment; involving intellectual and ability assessment tools, clinical measurement, clinical interview and observation.
 - Consultation with the Head of Learning Support about the progression of students in Learning Support and response to teacher referrals for suspected learning difficulties.
 - Liaison with parents when psychometric assessments are deemed appropriate.
 - Preparation of Learning Profiles when external diagnostic reports are received.
 - Liaison with teaching staff and parents to review/retire the Learning Profiles over time.
- Provide summarised results of psychological assessments to support special examination arrangement applications for the WACE (as required).

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General Duties

- Maintain appropriate confidential records. Collect, collate and maintain student information and records to meet legislative and system requirements to inform research and policy development.
- Maintain the confidentiality of all clients, and work within the accepted and written codes of ethical and professional practice.
- Develop and extend own professional skills and knowledge by attending related professional association meetings, conferences and in-service courses. Maintain professional competence and continued professional learning through:
 - Familiarity with PsyBA mandated APS Code of Ethics and Guidelines
 - Continuing professional development
 - Peer consultation
- Be actively involved in the co-curricular life of the School.

The above is meant to describe the general nature and level of work being performed; it is not intended to be construed as an exhaustive list of all responsibilities, duties and skills required for the position. At times, this position may entail work outside of standard working hours.

EDUCATION, EXPERIENCE, SKILLS AND PERSONAL QUALITIES

Education/Qualifications

Essential

- Must be fully registered by the Psychology Board of Australia under the Health Practitioner Regulation National Law (AHPRA - Australian Health Practitioner Regulation Agency).
- Excellent knowledge of current educational psychology practices.

Desirable

- Master's Degree in Psychology or Education.

Experience and Skills

Essential

- Exemplary counselling experience, preferably in a school environment and with teenagers and parents.
- Demonstrated experience in initiating and implementing wellness programs with attention to detail and functionality.
- Excellent communication and interpersonal skills, especially the ability to build rapport.
- Excellent organisational and time management skills.
- Ability to successfully manage a number of diverse tasks in a busy school environment.

PSYCHOLOGIST – SENIOR SCHOOL

Personal Qualities

Essential

- Ability to communicate positively and effectively with all members of the School community.
- A commitment to ongoing professional learning and the desire to be part of a dynamic educational team.
- Good sense of humour with a positive outlook.

WORKING RELATIONSHIPS

Internal

Principal
Executive Staff
Dean of Students
Associate Dean of Students
Associate Dean of Wellbeing
Head of Psychology Services
Heads of Year
Head of Learning Support
Senior School Teachers
Students

External

Parents, guardians or relatives of students
Outside agencies

OUR COMMITMENT TO CHILD SAFETY AND CHRISTIAN VALUES

St Mary's Anglican Girls' School is a child safe environment. Our school actively promotes the safety and wellbeing of all students, and all school staff are expected to be committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations and in accordance with our Child-safe Framework. A valid Working with Children Card and National Police Clearance are required for all employees at St Mary's Anglican Girls' School.

St Mary's is an Anglican school and applicants should be able to demonstrate empathy with and support for the School's Christian values.

St Mary's is a non-smoking campus and all staff are expected to adhere to this.