

CONTEXT

The School Psychologist has a school-wide role and works with students of all year levels. They are accountable to the School Principal but primarily report to the Deputy Principals when supporting students.

As a member of the Student Wellbeing and Learning Support Team, the School Psychologist conducts cognitive and psycho-educational assessments. They collaborate with parents, staff, and external professionals to offer advice on appropriate interventions based on these assessments. They also assist Learning Support staff in submitting funding applications and meeting compliance requirements.

The School Psychologist's main focus is to provide face-to-face counselling to students. The counselling is typically short-term and related to specific circumstances. However, they may maintain ongoing contact with certain students and families. Additionally, they provide guidance to families and staff on how to best support the students they work with.

They actively contribute to the development and implementation of the Pastoral Care programs.

It is essential for the School Psychologist to align with and support the school's values.

SELECTION CRITERIA

Applicants should address the criteria below in a statement of no more than 500 words:

1. Full Registration with the Australian Health Practitioners Registration Agency (AHPRA), Psychology Board of Australia.
2. Experience in counselling children, adolescents and liaising with families (in a school setting).
3. Knowledge of and experience conducting cognitive and educational psychological assessments.
4. A proven record of identifying, designing and implementing appropriate interventions within a school context.
5. Sensitivity to the diverse needs of our school community.
6. Experience working collaboratively to support student needs.
7. Excellent organisational, administrative, communication and presentation skills.
8. An understanding of a boys' secondary school environment and support of our school values.
9. Post Grad qualifications in Educational and Developmental Psychology highly desirable.
10. Board Approved Supervisor and experience supervising student placement an advantage.

SPECIFIC RESPONSIBILITIES OF THE SCHOOL PSYCHOLOGIST:

SOCIAL / EMOTIONAL SUPPORT

- Contribute to the development and implementation of programs, policies, and protocols that address students' emotional wellbeing, academic and personal development, and mental health. Additionally, actively participate in conducting such programs.
- Regularly collaborate and provide proactive and supportive assistance to pastoral care staff (Year Level Coordinators and Homeroom Teachers) to ensure the delivery of high quality wellbeing support for students.
- Engage in communication with parents and key pastoral care staff to address student wellbeing concerns or when working with students who have specific psychological needs.
- Carry out classroom observations focusing on psycho-social behaviour and share acquired insights with relevant staff members.
- Assist with and respond to critical incidents as required.

LEARNING SUPPORT

- Perform psycho-educational/behavioural assessments on students referred by the Learning Diversity Leader and assist faculty members by providing support and communicating assessment results to teachers, parents, and relevant senior staff.
- Regularly collaborate and proactively work with the Learning Diversity team to provide advice and ensure the needs of students are addressed.
- Conduct classroom observations and share insights with relevant staff.
- Support students with needs by devising and communicating strategies that enable staff and parents to support them.
- Liaise with the Learning Diversity Leader to apply for funding and resources to meet student needs.

GENERAL PROFESSIONAL REQUIREMENTS

- Maintain AHPRA Psychology Board of Australia registration including meeting the registration standards.
- Maintain confidentiality and keep accurate records in line with the Code of Ethics for Psychologists.
- Share knowledge and skills with teaching staff through professional learning with respect to relevant identified areas of need, e.g. working with adolescent boys, responding to diverse learning needs, mandatory reporting, grief and loss.
- Be familiar with specific services and supports available within the local community, and liaise with community agencies and other referral networks as required.
- Refer students and their families to external supports if additional or ongoing support is identified.