

POSITION DESCRIPTION

Position:	School Psychologist
Immediate Supervisor:	Principal
Subordinates:	Nil
Award/Agreement:	Independent Schools NSW Teachers (Support and Operational Staff) Multi-Enterprise Agreement 2017
Classification:	Psychologist

OUR VISION

Lindisfarne Anglican Grammar School is a high quality, Independent, Anglican co-educational Grammar School that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to provide the distinctive identity, relationships, learning and leadership that support our staff and families to work together to meet our high expectations for the achievement and holistic development of our students in our local, national and international communities.

OUR VALUES

Within our Anglican tradition, we value:

- Compassion: Building genuine relationships through generosity of spirit and care for others.
- Wisdom: Gaining the knowledge, understanding, skills and character that comes from learning.
- Respect: Appreciating all within our environment and leaving an honourable legacy for those who follow.

OUR CULTURE

We cultivate learning through relationships, expert teaching, educational research and innovation that focus on:

- Leadership
- Standards
- Collaboration

OUR STRATEGIC DOMAINS

- **Achievement**

Our Aspiration: A great school privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes.

- **Relationships**

Our Aspiration: A great school builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that

they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

- **Communication**

Our Aspiration: A great school listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning needs.

- **Initiatives**

Our Aspiration: A great school invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school's mission, realise the school's vision and demonstrate the school's values in action.

- **Reputation**

Our Aspiration: A great school earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes; the efficiency and efficacy of its processes; its engagement with its community; the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships communications and initiatives.

THE ROLE

To work collaboratively with the School Executive, parents, teachers and any other professionals to positively influence the learning and emotional well-being of students. This involves collaborating with others about learning, social and behavioural problems that students may be experiencing and the development of personalised strategies to enable students to work through their concerns or difficulties.

RESPONSIBILITIES AND ACCOUNTABILITIES

The Educational Psychologist has seven broad roles:

1. **Provide information to teachers and leaders that support their understanding of emotional and behavioural problems in students and how it impacts learning. This will include:**
 - Ensuring teachers are informed about the role of the Psychologist and the process for referral
 - Assist teachers to identify, understand and manage students with emotional and behavioural problems in order to deal effectively with their needs. This may include classroom observations
 - Facilitate the availability of information regarding emotional and behavioural problems and how it impacts students via resourcing a professional library, in conjunction with the school library
 - Network within the school and provide counselling and support for staff.
2. **Provide information to parents that supports their understanding of student mental health**
 - Liaise with parents regarding referral and ongoing management of their child.
 - Work to ensure ongoing collaboration between all key stakeholders in the management of students (i.e. parents, school staff, outside agencies).

3. Provide support and information to students to assist with mental health challenges

- Ensure that students understand the role of the Psychologist and the process for accessing the Psychologist.
- Provide counselling for students (including those with additional learning needs and those identified as gifted and talented) who are referred for mental health challenges and consult with / refer to external professionals, submitting relevant reports as required.
- Identify and manage students with emotional, psychological and behavioural disorders and provide recommendations for support from external specialists when required. This may include:
 - Participating in and, where appropriate, facilitating, Personal Education Plan (PEP) meetings (PEP: Mental Health)
 - Preparing and monitoring (PEP: Mental Health) in collaboration with staff, parents and students
 - Providing advice to the Pastoral Executive and teaching staff on the social and emotional needs of individual students
 - Preparing reports, resources and strategies to support students with special needs eg. social stories, visual prompts, signage, 'safe spaces' as required
 - Facilitate group counselling of students where appropriate
 - Performing initial assessments of potential students as required.
- Coordinate and administer school based psychometric and evidenced based ability tests and explain the level of impairment experienced by the student to other staff members.
- Working with the Head of Senior School and Learning Enrichment Coordinators on the verification and documentation of special provisions in assessment for students enrolled in HSC programs of study.
- Maintaining client files and appropriate records of client sessions.

4. Promote mental health and resilience by advising on key programs as appropriate

- Educate students about the issues relevant to mental health and promote understanding of self-awareness (eg. relaxation, assertiveness, study skills, Cool Kids, eSmart Schools, Mindmatters).
- Provide mental health information to parents and carers through seminars and presentations on campus. This may include early intervention or community education programs.
- Provide workshops for teachers in topics of student wellbeing and support strategies and work in partnership with and/or provide coaching for teachers on wellbeing topics and strategies.
- Use expertise to support school leaders with program design and delivery of wellbeing programs.

5. Policy, Practice & Risk Management

- Report directly to the Principal on any matters relating to Child Protection.
- Ensure that mandatory reporting requirements are followed.
- Act, as necessary, to provide relevant information to the Heads of the appropriate schools when relevant issues relating to risk management arise.
- Contributing to and/or leading the regular review of all relevant student and staff welfare policies.
- Developing and maintaining appropriate practices for counselling services including referrals, testing and communication of confidential information.
- Maintain comprehensive files on all students who access counselling services understanding that these files may be accessed by the Principal where a situation warrants.
- Maintain records of counselling appointments on Google calendar and provide the Principal with details of students who access counselling service and level of service in Semester report and as otherwise required.
- Attend Pastoral/Executive meetings and provide appropriate details of students of concern.
- Provide Principal with Semester Reports in agreed format.

6. Crisis Management - Associated Tasks

- Supporting students in crisis including liaison with relevant external agencies.
- Participating in Crisis Management Planning when such situations arise.
- Liaising with other schools and agencies where the situation warrants to ensure counselling services are available to individuals requiring support.
- Maintaining a current referral base external to the school for students and families.

7. Key Results Areas

- Establish baseline of student data identifying those who are at risk of mental health issues.
- Undertake a psychological needs analysis of the school and develop and implement a strategic plan to address priority areas. This may include but is not limited to, staff, parents and student workshops on psychological well-being.
- Maintenance of accurate student records.
- Reduction in referrals for bullying, anxiety or other mental health issues.
- Compliance with all mandatory regulations.

KEY CHALLENGES

- Catering for diverse K-12 student cohort.
- Maintaining own personal well-being.
- Maintaining confidentiality across all aspects of the School's operation.

QUALIFICATIONS

- Fully registered psychologist, preferably with postgraduate qualifications in educational, clinical or counselling psychology.
- Membership with peak professional groups such as the Australian Psychological Society or the Psychotherapy and Counselling Federation of Australia.

KEY COMPETENCIES

1. Professional qualifications in Psychology enabling professional registration.
2. Willingness to support the ethos and the School's values of Respect, Wisdom and Compassion and lead by example.
3. Understanding of the academic and wellbeing needs of students as these relate to the learning and personal growth outcomes for students.
4. The ability to develop positive, professional relationships with staff.
5. Expertise in identification, formulation and counselling of students.
6. Ability to provide psychoeducation about child and adolescent mental health to teaching staff.
7. Ability to identify appropriate external professionals for students requiring support outside the services of the specialist staff at the School.
8. Ability to collaborate with educators in formulating support programs for students.
9. Willingness to collaborate effectively with a broad range of key academic and wellbeing staff to enhance student outcomes.
10. Well-developed communication and interpersonal skills.
11. Demonstrated commitment to ongoing professional development and professional currency.
12. Professionalism and discretion at all times in relation to confidential matters.
13. Flexibility and commitment to the provision of a high-standard of professional care.

KEY CONSIDERATIONS

A member of the Lindisfarne Anglican Grammar Team is:

- Emotionally intelligent
- A strategic and visionary thinker
- A successful communicator

- A goal orientated achiever
- A sensible risk taker
- A capable decision maker
- A resourceful facilitator
- A visible role model
- A life-long learner
- An astute and agile leader

WORKPLACE HEALTH AND SAFETY

All staff are responsible for their own health and safety and for the health and safety of any other person around them. They have a responsibility to comply with all statutory health and safety rules applying to their position and must therefore:

- Read and understand all School Health and Safety regulations applying to their position.
- Comply with standard working practices to ensure all work is performed in a safe manner within the extent of their control over the work situation.
- If within their authority to do so, take personal action to eliminate, avoid or minimise hazards of which they are aware.
- Comply with all workplace health and safety instructions.
- Make proper use of relevant safety devices and personal protective equipment.
- Seek information and advice where necessary before carrying out new or unfamiliar work.
- Maintain dress standards appropriate for the work being done and wear uniforms if supplied.
- Be familiar with emergency and evacuation procedures, and the location and use of emergency equipment.
- Bring to the attention of their immediate Supervisor any sub-standard situation or procedure they observe.

PERFORMANCE INDICATOR

Areas of responsibility must be met as an indication of performance and failure to meet these may lead to a performance review.

Note: This Position Description must be read in conjunction with the full Strategic Intent document of the School.

The duties and responsibilities of the School Psychologist may vary from time to time at the discretion of the Principal.

I have read and fully understand the contents of the Position Description.

School Psychologist

Principal

Signed: _____

Signed: _____

Date: _____

Date: _____