



Trinity Grammar School, Kew

Position Description: School Psychologist

Members of staff at Trinity Grammar School, Kew are expected to support and extend the school's ethos and culture, foster in young people enjoyment of learning, provide opportunities for participation and personal excellence and inspire a broad world outlook. They should also be prepared to continue professional development and/or further education throughout their career.

Reports to: Head of Counselling and Head of Junior School

Tenure: **Full-time (Fixed Term)** commencing Term 1, 2014 and concluding end of Term 3, 2014

1. Purpose of Work

The purpose of this position is to provide psychological services to students within the Senior School, Junior School and Early Learning Centre, parents and staff where appropriate. Psychological services may involve psychological assessment, counselling and/or consultation to students, parents and school staff. Following identification of wellbeing, psychological and/or educational concerns a recommendation for referral out, or management within, the School may be made in consultation within the School's referral system.

2. Major Duties

General

- Provide assessment services which may include formal psychological, cognitive and psycho-educational assessment for students.
- Provide early intervention support (e.g. observation and screening assessments) to students.
- Counsel students, parents and staff as required using appropriate evidence based approaches.
- Provide consultation to parents regarding student issues.
- Provide consultation to teaching and educational support staff regarding student needs (e.g. behavioural management and student support plans).
- Provide assessment services and reports for funding under the ISV Program Students with Disabilities (e.g. students with an Autism Spectrum Disorder).
- Maintain records and notes of all counselling sessions using established Counselling Department procedures.
- Attend Junior School Referral meetings and case meetings.

- Work with the Coordinator of Special Education in the Junior School and the Head of Special Education, other Counsellors and Senior Staff, to ensure clear individual case management support for individual students is established and maintained.
- Attend meetings with the members of the counselling team including School Counsellors, Psychologists and Chaplains.
- Monitor progress of students with significant learning or behavioural needs and use of behaviour management/support plans.
- Respond to, and act upon, internal/external enquiries with regard to ongoing counselling.
- Maintain necessary contact with external professionals who work with students from Trinity Grammar School.
- Maintain professional reading to ensure awareness of best practice.
- Ensure professional standards, learning and supervision is maintained to ensure registration and quality program delivery.
- Participate in, or support, Professional Development or student/parent programs to enhance staff, student and parent awareness of contemporary counselling issues and strategies for managing students.

Operational

- Attend regular meetings with Head of Counselling.
- Primary Liaison with external consultant Psychologists/counsellors.
- Attend student support meetings.

Administrative

- Contribute to Referral minutes.
- Maintain appropriate record keeping and case notes.
- Complete assessment reports and assessment feedback in timely manner.

3. Performance Criteria

Examples of Performance Criteria might include:

- Counselling is conducted in a professional manner in accordance with the guidelines and principles of the Australian Psychological Society and AHPRA- Psychology Board.
- Achieve management of a case within the time frames agreed between Psychologist and Head of Counselling.
- Consistent attendance at all scheduled meetings including Referral Meetings.
- Demonstrated consultation with external professionals, and communication of suggested strategies from professionals to teaching staff (where applicable).
- Demonstrated understanding of contemporary counselling issues as they related to schools, students and school communities.
- Demonstrated participation in, and/or development of Professional Development and Student/Programs that enhance awareness of contemporary counselling issues.

4. Knowledge Required

- Knowledge and ability of how to handle and maintain confidential systems of records and management/information.
- Counselling method.
- Psychological assessment skills.
- Report writing.
- Excellent communication skills.
- Some knowledge of standard teaching and assessment methods for Victorian Schools.
- Computer literate – familiar with Microsoft Software applications & School database.
- Good knowledge of external professional networks and services for students and families.

5. Skills Required

- Strong team work and ability to effectively consult.
- Establish own work schedule to achieve designated goals.
- Process and respond to information.
- High level of management skills.
- High level of negotiation skills.
- High level of time management and organisational skills.
- High level of interpersonal skills.
- High level of writing and drafting skills.
- Able to process information to provide accurate reports and notes in current records and new records.

6. Attributes Required

- Ability to multi task
- Ability to work independently
- Ability to meet deadlines and achieve agreed results
- Ability to operate under pressure
- Ability to absorb and learn new things quickly
- Ability to take instructions and to complete a task or a number of tasks to achieve the required result
- Ability to be innovative and creative
- Ability to work with confidential information and maintain confidentiality

7. 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.

8. Experience

A minimum of five years experience working in education or a similar environment with a track record of excellence in quality output, service and an ability to handle pressure situations is required.