

Reporting to:	Director of Student Wellbeing
Status:	Full-time
Tenure:	Ongoing
Hours:	38 hours per week; 8:15am – 4:21pm Monday to Friday
Leave:	5 weeks paid annual leave
Salary:	General Staff Level 7
Commencing Location:	Mt Ridley Campus (with duties at other campuses)
Prepared:	September 2022

Position Context

Hume Anglican Grammar is a multi-campus co-educational Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, this site will ultimately have some 1,400 students. In 2019, it opened an 8-hectare second campus in Donnybrook. Commencing with junior primary, each year additional classes and year levels are added so the campus will ultimately have an enrolment of 1,300 from Prep to Year 12. This year, the school has 2,023 students and employs some 200 staff - 150 teaching and 50 non-teaching.

In 2023, the School will open its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with eventually some 600 students. In 2022, the first classes for the new campus have commenced and are being accommodated at the Donnybrook campus, to then move to the new site in 2023. Currently, the student enrolment at each campus is: Mt Ridley 1,345, Donnybrook 500 & Kalkallo 120.

The school is on a growth trajectory and in 2023 is expected to increase to 2,265 students and ultimately have some 3,300 students (Mt Ridley 1,400, Donnybrook 1,300 and Kalkallo 600) with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

Purpose of the Position

Hume Anglican Grammar acknowledges the critical role of the School Psychologist in helping to support students across the school community. Through this role the school can provide support for students when they are experiencing personal difficulties that impact upon their overall wellbeing. The School Psychologist is required to provide child and adolescent psychological services in the school and to work with other staff to support students and families. An important aspect of the role is to facilitate access to education and participation in school and to maximise educational outcomes for students.

The School Psychologist will be a qualified educational psychologist with an extensive background in counselling children. They will liaise closely with key leaders of the school, especially those entrusted with student wellbeing responsibilities, so that together they can provide timely and proactive support for our students. The School Psychologist will be recognised and highly respected by colleagues, parents and community members as an individual with appropriate experience to be able to carry out the key duties of this role. They will have demonstrated a clear understanding of processes and procedures

associated with handling case-sensitive situations and of the importance of maintaining strict confidentiality, where appropriate.

This position is suitable for a certified psychologist with tertiary and/or post-graduate qualifications and extensive child counselling experience. This position affords the successful candidate with the opportunity to help shape and develop existing practices and make recommendations about future expansion in this important area.

Through utilisation of psychological expertise in education and learning to support, the School Psychologist should build the capacity of the school community toward the same goals. It is expected in this role, that close links are to be maintained with outside agencies and specialists.

Nature of the Position

The School Psychologist is required to be on duty the 38 term weeks and the week prior to the commencement of the academic year. All paid and unpaid leave must be taken outside of these times during the non-term weeks. Hours of work are from 8:15am to 4:26pm including a 30-minute meal break. There will be times when the School Psychologist will be required to work outside of set hours. When this occurs time in-lieu will be provided.

Upon commencement, this position will be based at the Mt Ridley Campus with a requirement to travel to the other campuses. In the future there may be the requirement to perform part or all of this role at other locations.

Responsibilities and Duties

Subject to the discretion of the Principal, the School Psychologist is responsible for overseeing the wellbeing of students across the school, particularly where they have personal issues that leave them vulnerable.

Hume Anglican Grammar is committed to zero tolerance of child abuse.

Key Responsibilities include:

Counselling

Provide psychological counselling, therapy and programs for individuals and groups for a range of mental health, emotional and family issues. This involves:

- Experience and competence with individual psychological therapy, including a range of evidence-based therapies (e.g., CBT, DBT, ACT, solution-focused therapy)
- Familiarity and experience with evidence-based group programs for mental health issues and resilience building
- Facilitating small group preventative and proactive programs for students (e.g., social skills and anger management)
- Providing a high level of care and concern for each student accessing counsellor support
- Making independent assessments of students and provide appropriate interventions and/or referrals to other health services.

Assessment

Undertake educational and psychological assessment and diagnosis in all areas of child and adolescent development, including:

- Knowledge and understanding of mental health disorders and their relationship to child and adolescent development
- Psycho-educational assessment involving intellectual and ability assessment tools, clinical measurement, clinical interview, and observation
- Diagnosis requiring analysis and synthesis of multiple measures, other information and understanding of diagnostic criteria as set out in DSM-5 or ICD 10
- Knowledge, experience and understanding of developmental disabilities
- Clear understanding of normal and abnormal child and adolescent development
- Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources
- Preparing psychological reports with assessment findings for parents, staff, and external professionals such as paediatricians.

Case management

Plan evidence-based interventions in collaboration with other staff, relevant professional and parents. This may involve:

- Communication and planning evidence-based interventions with school staff
- A good knowledge and understanding of diversity of the student population and school community (e.g., CALD, ATSI, disadvantage, disability, giftedness etc.) and principles and practices for inclusion
- Ability to participate in a multidisciplinary team
- Developing interventions to facilitate the educational services provided to students
- Communication and planning evidence-based interventions with parents
- Writing reports and professional letters
- Liaison with external professionals and agencies
- Developing links with relevant community agencies
- Referring parents and students to professionals or agencies as needed
- Advocating for students with additional needs and other issues.

Communication and collaboration

Communicate students' particular needs and plan evidence-based interventions with other staff, health professionals, and parents. This involves:

- Ensuring relevant information is communicated promptly and effectively, internally but also overseeing the process of completing and submitting information and reports to external agencies, upon request
- Ensuring ongoing communication between Heads & Assistant Heads of Student Wellbeing, Year Level Coordinators, Director of Student Wellbeing, School Counsellor, Assistant Principals, Chaplain, Deputy Principal and Principal
- Meeting regularly and working co-operatively with staff to discuss current concerns
- Being an effective and collaborative member of student psychological/counselling services team
- Initiating contact with parents and ensuring ongoing communication is maintained.

Wellbeing promotion

Assist in the organisation and implementation of programs that address both the developmental needs of students. This may involve:

- Educating students about the issues relevant to mental health and promote understanding of self-awareness
- Collaborating with relevant stakeholders in the design, implementation, evaluation, and ongoing improvement of programs that address the development, growth, and wellbeing of students from Prep to Year 12
- Liaising with the broader School community (including parents) regarding all relevant aspects of the programs implemented.

Community involvement

Participate as a member of School Staff and provide psychological input to the development, implementation and evaluation of school or system learning programs, goals, and outcomes.

This will involve:

- Attending meetings (school staff e.g., Director of Student Wellbeing, School Counsellor, and members of the Student Wellbeing Leadership Team) as required
- Contributing to school level policy input, e.g., behaviour, student wellbeing, supportive school community strategies
- Developing interventions to assist students at points of transition
- Participating in the life of the School community as required.

Professional development

Provide professional learning and information to build capacity of schools and families to improve students' learning and developmental outcomes. This may involve:

- Providing advice to the Principal and members of the Senior Leadership Team (SLT) regarding management of individuals, groups or events.
- Providing and facilitating professional learning and information for teaching staff
- Providing professional learning and information to parents
- Building connections with local networks of School Psychologist/Counsellors through affiliation

- groups, local programs and ISV schools
- Writing items for the school newsletter on relevant issues

General duties

- Collect, collate, and maintain student information and records to meet legislative and system requirements to inform research and policy development
 - Maintain the confidentiality of clients, and work within the accepted and written codes of ethical and professional practice
 - Keeping and maintenance of individual records, files and notes as per school guidelines
 - Collection, collation and maintenance of practice related data, e.g., caseload demographics, outcome measures
 - Maintaining an awareness of school community issues and events which may impact on the school, and work with staff to manage such issues
 - Informing the Director of Student Wellbeing of current referral issues and suggest strategies to manage these.
 - Effective case load management to ensure that appropriate time is allocated for planning, administration, communication, and follow-up
 - Ensuring that relevant school policies and Statutory Requirements are implemented at a personal level
 - Weekly report to the Director of Student Wellbeing
 - Maintain professional competence and continued professional learning through:
 - Familiarity with PsyBA mandated APS Code of Ethics and Guidelines
 - Continuing professional development
 - Peer consultation
 - Carrying out other duties as directed by the Principal or nominated delegate
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Qualifications and Experience

Essential

- Tertiary qualifications in psychology and full registration with the Australian Health Practitioner Regulation Agency (AHPRA)
- Commitment to act in accordance with the ethical and professional guidelines outlined by the AHPRA
- Extensive knowledge and understanding of the stages of child and adolescent development
- Exemplary counselling experience, preferably within a school environment with school aged children and/or adolescents
- Demonstrated experience in conducting educational and psychological assessments

Desirable

- Training related to child safe practices
 - A Master's Degree or higher in educational psychology
 - Involvement in professional communities such as the Australian Psychology Society, Australian Counselling Association and peer supervision networks
 - A current driver's licence.
 - Endorsement under the PsyBA as an Educational and Developmental Psychologist
 - Working with children check / National police criminal history check
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Personal Qualities

Essential

- Approachability and trust
- Outstanding communication and interpersonal skills to build relationships with students
- Ability to positive influence the development of student wellbeing
- Commitment to professional learning and improvement
- Personal sense of initiative, enthusiasm, and high energy
- A resourceful team member able to operate in a mentoring, collaborative, and inclusive manner
- Self-motivation and empathy

- Cultural awareness and a commitment to inclusivity
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Key Selection Criteria

1. Experience in child/adolescent counselling
2. Proven ability to work in a school, or similar environment, in developing strong relationships with key stakeholders
3. Excellent organisational and time management skills
4. Ability to successfully manage a number of diverse tasks in a busy school environment.

This Position Description may be altered from time to time to meet the operational needs of the School.