POSITION DESCRIPTION

Clinical Practice Senior Psychologist

DIRECTORATE

Education Directorate

BRANCH

Engagement & Wellbeing Support Services

DIVISION

Service Design and Delivery

SECTION

Clinical Practice

POSITION NUMBER

P01952

CLASSIFICATION

Senior Psychologist

SUPERVISOR

Director

POSITION TITLE (LOCAL DESIGNATION)

Senior Psychologist

ENTERPRISE AGREEMENT

ACT Public Sector Education and Training Directorate (Teaching Staff) Enterprise Agreement 2023 - 2026

JOB TYPE

Permanent/Full-time

OUR INTENT

The Directorate's intent is that:

- Every child, young person and adult will benefit from a high quality and accessible education, childcare and training system;
- Every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives;
- Our highly educated and skilled community will contribute to the economic and social prosperity of our city and the nation.

BRANCH OVERVIEW

Engagement and Wellbeing Support Services provides support to schools and students through capacity building, program development and policy implementation advice, in collaboration with parents and the community. The branch also provides strategic advice and direction to stakeholders such as the Minister, the broader Education Directorate, ACT and Commonwealth governments, schools and the ACT community in the areas of safe and supportive school environments, inclusion and wellbeing.

This branch performs a diverse range of functions including contract management; executive and ministerial support; policy development, implementation and review; professional learning development and delivery; targeted support through the school psychology service, allied health service and youth and social workers. As part of this work, Engagement and Wellbeing Support Services works in partnership with schools to develop multi-tiered systems of support to ensure all students receive the level of intervention they need to achieve positive educational and wellbeing outcomes.

JOB OVERVIEW

Clinical Practice is responsible for the management of the School Psychology Service (the Service) in all ACT public schools and contributes to the strategic direction of the Engagement and Wellbeing Support Services branch.

Senior Psychologists frequently work as part of a multi-disciplinary team, utilising evidence-based frameworks to support students with complex needs. The Senior Psychologist will use their psychological expertise to lead the identification and implementation of evidence-based practice within a multidisciplinary team and schools; as well as supporting the professional practice of school psychologists.

REPORTING RELATIONSHIP



DIRECTION AND SUPERVISION

Senior psychologists provide clinical supervision and line management for school psychologists. The Director of Clinical Practice provides clinical supervision to senior psychologists and oversees the operational needs of the Service. The Senior Director oversees the strategic and policy direction of the Service.

FUNCTIONAL STREAM – Student Services/Welfare

KEY RESPONSIBILITY

Assist with the management of psychology service provision in schools.

Your major activities include but are not limited to:

- Supporting the Executive Branch Manager, Senior Director and Director to lead the strategic direction of the Engagement and Wellbeing Support Services Branch within the Directorate and collaborate in the development of policies and processes.
- Collaborating with the senior psychology leadership group to deliver a dynamic, supportive, professional and evidence-based School Psychology service.
- Providing clinical supervision and professional practice support to school psychologists to improve student learning and wellbeing outcomes.
- Utilising well developed communication and interpersonal skills, along with high level contemporary psychological knowledge to provide consultation and advice to ACT Public School students, families and staff.
- Supporting the Engagement and Wellbeing Support Services Branch response to critical incidents in schools in line with current evidence emergency management response and Directorate processes.
- Developing and delivering professional learning both within and external to the Education Directorate.
- Applying a range of strategies, assessments and interventions in direct work with children and / or young people to improve learning and psychological wellbeing.

- Reflecting and regularly reviewing one's own practice and performance to identify and respond to continuous professional development needs.
- Maintaining registration requirements as a Psychologist with the Australian Health Practitioners Regulation Agency (AHPRA).
- Adhering to the Australian Psychological Society Code of Ethics and Ethical guidelines.

SELECTION CRITERIA

RELEVANT KNOWLEDGE, SKILLS AND ABILITIES

1. Professional Knowledge

- High level of contemporary knowledge and skills in psychological assessment, psychometric instruments and therapeutic interventions (individual and group) relevant to children and adolescents.
- Demonstrated understanding of developmental theories and how children / young people learn.
- Knowledge and understanding of the principles of Promotion, Prevention and Early Intervention relevant to psychological practice in schools.

2. Professional Practice

- Demonstrated ability to work independently at an advanced level in the provision of psychological assessments and interventions with children and young people.
- Experience presenting to a range of audiences to strengthen relationships and build the capacity of individuals and school communities.
- Capacity to evaluate clinical work to ensure efficacy.

3. Professional Relationships

- Demonstrated capacity to effectively communicate and work collaboratively with colleagues to support children / young people / school staff / school communities.
- Experience in establishing relationships with schools, interagency partnerships and the wider community.
- Demonstrated understanding of the role of supervision and support for school psychologists.

4. Professional Attributes

- Well-developed interpersonal, verbal and written communication and problem-solving skills.
- Comprehensive knowledge of and capacity to apply ethical and legislative frameworks.
- Demonstrated ability to show flexibility, adaptability, resilience and a positive response to change.
- Evidence of a capacity to engage in reflective practice and a shown ability to critically undertake professional learning.

JOB REQUIREMENTS

MANDATORY

1. Full registration as a Psychologist with the Psychology Board of Australia. For further information refer to https://www.psychologyboard.gov.au/
2. A current registration issued under the *Working with Vulnerable People (Background Checking) Act 2011 (WWVP)*. Refer to https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804

HIGHLY DESIRABLE

1. A current Australian driver's license.
2. Minimum of five (5) years' experience as a fully registered psychologist.
3. Experience working with children, young people and families.

4. It is desired the applicant is a Board Approved Supervisor.

WORK ENVIRONMENT DESCRIPTION

ADMINISTRATIVE	FREQUENCY
Telephone use	Frequently
General computer use	Frequently
Extensive keying/data entry	Occasionally
Graphical/analytical based	Occasionally
Sitting at a desk	Frequently
Standing for long periods	Occasionally
Workstation within an activity based work environment	Frequently

STANDARD HOURS	FREQUENCY
In accordance with the ACT Public Sector Education and Training Directorate (Teaching Staff) Enterprise Agreement 2018-22.	Frequently

SOCIAL DEMANDS	FREQUENCY
Work with others towards shared goals in a team environment	Frequently
Work in isolation from other staff (remote supervision)	Occasionally
Working in a call centre environment	Never
Working directly with the public	Frequently

PHYSICAL DEMANDS	FREQUENCY
Distance walking (large buildings or inter-building transit)	Frequently
Working outdoors	Never

MANUAL HANDLING	FREQUENCY
Lifting 0 – 5kg	Occasionally
Lifting 5 – 10kg	Occasionally
Lifting 10kg+	Never
Climbing	Never
Reaching	Occasionally
Bending/squatting	Occasionally
Push/pull	Occasionally
Sequential repetitive movements in a short amount of time	Occasionally

TRAVEL	FREQUENCY
Frequent travel – multiple work sites	Frequently
Frequent travel – driving	Frequently
Frequent travel – interstate	Occasionally

SPECIFIC HAZARDS	FREQUENCY
Working at heights	Never

Exposure to extreme temperatures	Never
Operation of heavy machinery e.g. forklift	Never
Confined spaces	Never
Excessive noise	Never
Low lighting	Never
Handling of dangerous goods/equipment	Never
Working with asbestos	Never
Potential to encounter agitated customers	Never
Exposure to potentially distressing case material	Occasionally

OTHER	**FREQUENCY**
Uniform required	Never
Personal Protective Equipment (PPE) required	Never