

# POSITION DESCRIPTION

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| <b>Directorate:</b>     | Education                                      |
| <b>Branch:</b>          | Engagement & Wellbeing Support Services Branch |
| <b>Section:</b>         | Clinical Practice                              |
| <b>Position Title:</b>  | Senior School Psychologist                     |
| <b>Position Number:</b> | PN72119                                        |
| <b>Classification:</b>  | Senior Psychologist                            |
| <b>Location:</b>        | Hedley Beare Centre for Teaching and Learning  |
| <b>Last Reviewed:</b>   | July 2026                                      |

**Note: This is an Aboriginal and Torres Strait Islander identified position.**

## DIRECTORATE OVERVIEW

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The Education Directorate develops and delivers educational services to empower each child and young person in the ACT to learn for life. The Directorate achieves this through:

- the provision of public preschools, primary, secondary, specialist schools and colleges
- access to quality teaching, specialised learning programs and well-being supports for individual student needs
- enrolment and support of international students
- the registration and regulation of home education, early childhood learning centres and non-government schools.

Our mission is to offer excellent, fair and equitable education to more than 50,000 students across 93 public schools. We want all students to feel safe, valued and supported to thrive.

The Directorate supports workforce diversity and is committed to creating an inclusive workplace. As part of this commitment, Aboriginal and Torres Strait Islander peoples, people with disability, culturally diverse people and those who identify as LGBTIQ are strongly encouraged to apply.

## BRANCH OVERVIEW

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The Engagement and Wellbeing Support Services Branch is responsible for the policy, strategic planning, and management of school support for student wellbeing, including the provision of allied health services.

The Branch provides direct support for individual students, and support to classroom teachers and school leadership teams designed to build the capacity of schools and contribute to the achievement of improved student outcomes.

The Branch includes:

- Clinical Practice
- Wellbeing Policy and Service Design
- Flexible Education

The Branch leads key policy for student wellbeing and works closely with schools to ensure students access and participate in education. The Branch works closely with other government directorates, families and external agencies and providers.

The Engagement and Wellbeing Support Services Branch includes the Clinical Practice service which provides school psychology services, allied health service, and youth and social worker services to support schools in addressing barriers to student engagement and learning.

## **CLINICAL PRACTICE**

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Clinical Practice is responsible for the management of the School Psychology, Allied Health Service and Wellbeing in Schools (WINS). These teams are responsible for the service delivery of health and wellbeing supports across ACT Public schools and contribute to the strategic direction of the Engagement and Wellbeing Support Service branch. These teams employ a range of allied health professionals and support staff, including psychologists, social workers, speech language pathologists, occupational therapists, physiotherapists, allied health assistants, senior youth workers and administration staff.

## **POSITION OVERVIEW**

This Senior School Psychologist is an identified Aboriginal and/or Torres Strait Islander position within Clinical Practice, Engagement and Wellbeing Support Services. The role provides advanced psychological assessment, intervention, consultation and case management services for Aboriginal and Torres Strait Islander children, young people and families across ACT public schools. Working autonomously in complex clinical and educational environments, the Senior School Psychologist applies contemporary evidence-based practice to support student learning, wellbeing and engagement outcomes, while ensuring services are culturally safe, responsive and grounded in Aboriginal and Torres Strait Islander perspectives. The role also contributes to critical incident response, professional learning, service development and strategic initiatives across the School Psychology Service.

As a senior clinician, the position provides leadership and specialised cultural expertise to multidisciplinary teams, supporting psychologists and allied health professionals to strengthen culturally responsive practice and improve outcomes for Aboriginal and Torres Strait Islander students and families. The Senior School Psychologist brings vital cultural knowledge and lived experience into the workforce, influencing service delivery, clinical decision-making, policy development and stakeholder engagement. Through collaboration with schools, community organisations and government partners, the role builds workforce capability, promotes culturally informed approaches to care and contributes to the ongoing development of an inclusive, evidence-based and high-performing school psychology service.

## **WHAT YOU WILL DO**

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In accordance with Directorate policies and legislation:

1. Provide advanced clinical psychology services including psychological assessment, formulation, intervention and case management for Aboriginal and Torres Strait Islander children, young people and families experiencing complex educational, behavioural, social and wellbeing needs.
2. Deliver culturally safe direct client case work with Aboriginal and Torres Strait Islander students and families, ensuring psychological services are responsive, trauma-informed and respectful of cultural identity, community and family contexts.
3. Provide cultural leadership and advice to multidisciplinary teams, supporting psychologists, allied health professionals, educators and school leaders to strengthen culturally responsive practice and improve outcomes for Aboriginal and Torres Strait Islander students.

4. Lead and influence evidence-based practice and service development, contributing specialist clinical and cultural expertise to policy, programs, professional learning, service improvement initiatives and strategic decision-making across Clinical Practice and Engagement and Wellbeing Support Services.
5. Build collaborative partnerships with schools, families, Aboriginal and Torres Strait Islander communities, community organisations and government agencies to support coordinated, holistic and student-centred service delivery.
6. Provide professional leadership, supervision and capability development to psychologists and other staff, promoting reflective practice, clinical excellence, ethical standards and culturally informed approaches to care and service delivery.
7. Consistently model and demonstrate the principles of the ACTPS Respect, Equity and Diversity (RED) Framework 2010, ACTPS Code of Conduct 2012 (inc. Values and Signature Behaviours) and lead safe work practices that are in accordance with the Directorate's Cultural Integrity Continuum and Health, Safety and Wellbeing Safety Management System Framework.

## SELECTION CRITERIA

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In four pages or less your Statement of Claims against the selection criteria should summarise how your skills, personal qualities and experiences would enable you to fulfil the responsibilities of the position. Please also include a copy of your resume and contact details for two referees.

### 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.

## **Compliance Requirements / Qualifications**

This is an Aboriginal and/or Torres Strait Islander identified position. Applicants must demonstrate a strong connection to, and understanding of, Aboriginal and Torres Strait Islander communities and cultures.

### **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](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.