POSITION DESCRIPTION

Clinical Practice School Psychologist

DIRECTORATE

Education Directorate

BRANCH

Engagement and Wellbeing Support Services

DIVISION

Service Design and Delivery

SECTION

Clinical Practice

POSITION NUMBER

P34982, Several

CLASSIFICATION

School Psychologist

SUPERVISOR

Director

POSITION TITLE (LOCAL DESIGNATION)

School Psychologist

ENTERPRISE AGREEMENT

ACT Public Sector Education 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.

School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and learning. They are primarily based in schools and also work within our centralized Assessment and Early Intervention team.

REPORTING RELATIONSHIP



DIRECTION AND SUPERVISION

All school psychologists are managed and supported clinically by a Senior Psychologist. The Director of School Psychology Service provides professional practice support, leadership and direction for the service. The Clinical Practice team is led and overseen by the Senior Director of Clinical Practice.

FUNCTIONAL STREAM – Student Services/Welfare

KEY RESPONSIBILITY

School psychologists provide a psychological service to enhance student learning, engagement and wellbeing.

Your major activities include but are not limited to:

- conducting psychological and educational assessments, writing comprehensive reports and providing recommendations;
- provision of psychological intervention for children and young people;
- conducting mental health and risk assessments;
- assisting in managing critical incidents;
- consulting and collaborating with key stakeholders, including teachers, parents, carers, school administrators and external agencies to support and enhance student learning and wellbeing;
- consultation, development, and evaluation of behaviour, social emotional and individual learning plans;
- when appropriate, support student learning and wellbeing by making referrals to directorate programs and external agencies;
- assisting in the selection, design, implementation and evaluation of prevention programs;
- providing information and psychological education to students, school staff, parents, carers and external stakeholders; and
- supporting the development of policy and processes.

SELECTION CRITERIA

RELEVANT KNOWLEDGE, SKILLS AND ABILITIES

1. Professional Knowledge
    a. know and apply age-appropriate assessment instruments
    b. know and apply a range of age-appropriate therapeutic interventions
    c. know and apply individual and group interventions
    d. understand how children and young people learn
    e. know principles of Promotion, Prevention and Early Intervention

2. Professional Practice
    a. work in an inclusive and supportive manner
    b. use a range of strategies and interventions to work with children and young people
    c. assess and report to ensure effective interventions
    d. engage in reflective practice to improve outcomes for children and young people
    e. present to a range of audiences in order to build capacity within school communities

3. Professional Relationships
    a. work collaboratively with colleagues within Clinical Practice, student support section and school communities
    b. foster effective communication with students/staff/ families/community
    c. develop respectful relationships with children, young people and families from diverse backgrounds
    d. work productively with schools, parents, carers and the wider community to support students

4. Professional Attributes
    a. demonstrate flexibility and adaptability
    b. are resilient and respond positively to change
    c. display ethical behaviour and responsibility
    d. accept responsibility for professional learning and development
    e. actively engage in their profession, their school and the wider community

JOB REQUIREMENTS

MANDATORY

1. Current full general 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. For further information refer to https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804

HIGHLY DESIRABLE

1. A current Australian driver's licence.

NOTES

1. These positions are under the ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023 – 2026 and as such, a 12-month probation period will apply to applicants who are not existing ACTPS permanent employees. For interstate applicants, who are offered a permanent position, support towards relocation costs will be considered in

accordance with the ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023 – 2026.

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 Directorate (Teaching Staff) Enterprise Agreement 2023 – 2026.	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	Rarely

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	Rarely

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	Occasionally
Exposure to potentially distressing case material	Occasionally

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