

## POSITION DESCRIPTION

<b>Title:</b>	School Psychologist
<b>Reports to:</b>	Principal
<b>Direct reports to this role:</b>	Nil
<b>Internal Liaisons:</b>	Staff & Students
<b>External Liaisons:</b>	Relevant agencies, government services, individual practitioner specials, and parents
<b>Terms and Conditions:</b>	<i>Educational Services (Schools) General Staff Award 2020</i>

### Geraldton Grammar School (GGS) Vision Statement

Geraldton Grammar School will provide outstanding education and a strong sense of community, cultivating people of integrity, independence of mind and a love of learning.

### Strategic Pillars

**Personalisation** - Ensure that our academic, co-curricular and wellbeing programs support and enable each member of a diverse student body to achieve their personal best.

**Staff** - Attract, retain and develop talented staff who are aligned with the School's values and work hard to achieve the purpose and vision for Geraldton Grammar School.

**Our School Our Future** - Plan for and maintain sustainable funding that allows us to invest in infrastructure and programs to achieve our goals.

**Community** - Positively engage with our local community, educational partners, parents and alumni to encourage and foster mutual respect and valuable opportunities for cooperation.

### Service and Values

All responsibilities and activities are to be carried out in accordance with the Geraldton Grammar School ethos, values and standards of behaviour as set down by the School and as amended from time to time. It is expected that individuals will demonstrate and promote service excellence and support the School in its objectives at all times. Support the ethos of the School in the Anglican tradition.

### Child Safety Commitment

All students who attend GGS have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have a zero tolerance to child abuse. The protection of students is the responsibility of everyone who is employed at or is engaged by GGS in child- connected work. To ensure the safety and best interests of all students, we take into account the needs of those with an Aboriginal or Torres Strait Islander heritage, those from culturally and/or linguistically diverse backgrounds and those with a disability.

### Staff Obligation to Child Safety

All staff at GGS take an active role and are well informed of their obligations in relation to Child Safety under Ministerial Order No. 870 Child Safe Standards. The GGS Child Safety Commitment is incorporated into the School's employment cycle from recruitment and reference checking to induction and a commitment to regular Professional Learning. All staff at GGS are required to sign a statement that they have read, understood and agree to abide by the GGS Child Safety Policies and the GGS Staff Code of Conduct.

### Precis of Duties:

The School psychologist is an essential part of the school providing professional expertise and support to the school community in the delivery of psychological services to assist students in achieving positive educational, developmental and learning outcomes. This position is responsible for the counselling support of students to reduce mental health concerns and promote wellbeing.

Providing proactive and responsive psychological services to the school in the areas of:

- mental health and wellbeing;
- disability;
- behaviour;
- learning and motivation;
- incident management; and
- change management and organizational development.

A team approach to the wellbeing of students is taken by all staff, but in particular, a wellbeing team involves the Homeroom teacher in the secondary school and the classroom teachers in the Primary School, the Year Coordinator's, and the Heads of Schools along with other members of Senior Leadership. The School psychologist's role is essential in supporting this team. At Geraldton Grammar School we aim to have an environment where students and staff feel supported, cared for, known, secure and safe. Our diverse community requires an understanding of other cultures and roles within our community where everyone is treated with respect, compassion and understanding.

### Duties and Responsibilities

Tasks and activities in relation to the position include, but are not limited to the following:

- Provide Psychometric Assessments for Specific Learning Disorders (commonly known as Dyslexia, Dysgraphia and Dyscalculia), intellectual abilities/disabilities and Attention Deficit Hyperactivity Disorder.
- Provide short term counselling and therapeutic interventions based on evidence based best practice to assist students in managing educational, social and emotional matters.
- Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case-management and referral service that optimises students' access and engagement in educational programs.
- Make referrals and liaise with outside agencies and health professionals as required for long term (longer than 1 term) or intensive support, diagnosis and/or counselling.
- Provide consultative advice and support to parents and staff regarding the psychological, emotional, social and learning needs of students.
- Support and advise on the transitional needs of new students.
- Attend case conferences with parents, staff and external stakeholders regarding a student's needs when required.
- Share the relevant information with the appropriate school personnel. This may include members of Senior Leadership, Year Coordinators or other staff as deemed necessary by the School to support a student's education and wellbeing.
- Conduct activities such as student observation and psycho-educational assessment in order to determine the nature of student learning difficulties, disability, developmental levels of psychological and emotional status in order to make recommendations for educational adjustments and interventions.
- Where relevant, prepare applications/reports for students identified as having a disability, liaising with school staff as well as outside health professionals. For example, AISWA Inclusive Education funding and the School Curriculum and Standards Authority (SCSA) applications for Year 12 students.
- Provide information to the learning support staff to aid in the development of Individual Education Plans and Curriculum Access Plans.
- The School Psychologist will perform their duties in a confidential manner and maintain a comprehensive and professional record keeping system consistent with the Australian Psychological Society's Code of Ethics.
- Participate in relevant Professional Development as required by the registration requirements of the Australian Health Practitioner Regulation Agency (APHRA) and prepare and implement professional

and personal skill development programs and in-service activities for administrators, teachers and parents.

- Attend regular meetings with relevant members of Senior Leadership.
- Attend Inclusive Education meetings and work with Inclusive Education Coordinators for the Nationally Consistent Collection of Data (NCCD) and SCSA applications.
- Attend as a member, the Student Wellbeing Committee meetings.
- Support the Primary School in the presentation of the Protective Behaviours Program.
- Support the Secondary School in presenting Respectful Relationship content.
- Provide consultation in the development and delivery of Wellbeing Programs relevant to the age appropriate needs of the Year group.
- Advocate for staff wellbeing and provide staff with referrals to external support services as required and refer staff to the Employee Assistance Program.
- Provide professional development to staff on relevant topics as required.
- Provide general written communication to the parent body and the website.
- Contribute to the School's strategic directions with regard to the psychological, social and emotional wellbeing of students.
- Be an integral member of the Critical Incident Management Team and provide expertise in ensuring a critical incident is managed appropriately.
- Participate where appropriate in the development of policies and procedures, within the area of competence of the psychologist.
- Other duties are required at the discretion of the Principal.

### **Other areas including Workplace Health and Safety**

The School Psychologist is required to:

- Be available for a variety of staff meetings and professional development activities on nominated days.
- Be involved in extra-curricular activities of the School which could include School camps.
- Adhere to a standard of dress consistent with the stated requirements of the School.
- Comply with the School policies and procedures.
- Comply with the School's Workplace Health and Safety policy, safe work procedures, instructions and rules, particularly in the correct use of equipment.
- Identify any unsafe behaviour, or unsafe or unhealthy conditions, and report these to the Principal.
- Adopt risk management strategies to minimise the risk of injury to people and property in the workplace.
- Be responsible for own health and safety and for the health and safety of others in the workplace who may be affected by your acts or omissions at work.
- Co-operate with the Principal or another person so far as is necessary to enable compliance with any requirements under the Work Health and Safety Act.

### **Criteria**

- Relevant Academic Qualifications, a tertiary qualification in Education and/or endorsement as an Educational psychologist.
- General registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a psychologist. Limited registration applicants are welcome to apply.
- Valid Working With Children's Check.
- Excellent presentation skills, administration organisation, interpersonal and communication skills.
- Ability to work in a team, trustworthy, confidential and demonstration of respect for and acceptance of difference in students, parents and staff.
- Understanding of the issues facing children and adolescents today from Primary to Secondary.
- Ability to relate to a wide variety of students.
- Personal attributes which allow for the development of appropriate and productive relationships.
- Competent use of workplace ICT Software (E.g.: Microsoft Suite).
- Knowledge and understanding of Western Australian Curriculum.
- Excellent oral and written communication skills.
- Able to work with a team of staff through shared information and a teamwork approach.
- National Police Clearance.
- Desirable -experience in a school setting will be highly regarded.