

## POSITION DESCRIPTION

## SCHOOL PSYCHOLOGIST - SENIOR SCHOOL




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POSITION HOLDER:	Vacant
SECTION/S:	Senior School
PERIOD OF APPOINTMENT:	Permanent
POSITION REPORTS TO:	Head of Senior School
REPORTS TO POSITION:	Nil
CLASSIFICATION:	Equivalent to SCT2 as outlined in The Friends' School (Teachers) Enterprise Agreement 2024
STUDENT CARE:	Yes
PERCENTAGE OF FULL-TIME:	100%

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## PURPOSE

The primary responsibility of the School Psychologist - Senior School is to look after students in a role of support, prevention and intervention. This role will work primarily with Years 9 to 12 and other students as required.

The School Psychologist will be responsible to the Director of Access & Inclusion, the Head of Senior School and, through the Head of School, to the Principal.

## PRIMARY DUTIES

- Ensure that you report any child safeguarding issues with the appropriate mandatory reporting processes and promote a culture where children feel empowered to voice their concerns in creating a child safe environment.
- To be responsible for promoting a child safe environment within your area of supervision and the School. To champion this important priority and provide leadership through up to date child safe guarding training for yourself and your team annually and ensure that the Child Safeguarding and Mandatory Reporting Policies are followed. Ensure an environment where children, parents and staff feel comfortable raising concerns in their area of supervision.
- Individual and group counselling with students in Years 9 to 12. For students who require long term counselling and support the School Psychologist will work with the family and the student to help facilitate counselling and other services. The School psychologist will help with the triaging and communication with outside mental health professionals and the School.
- Review a range of evidence on student learning and wellbeing to identify the need for ongoing external clinical diagnostic assessments and/or external medical and allied health intervention.

- Identify and administer relevant clinical diagnostics and provide documentary evidence and formal reports identifying outcomes and recommendations.
- Case manage students with significant wellbeing and/or mental health concerns in the transition process, as identified by the Director of Access & Inclusion and the transition team.
- Liaise with the Primary and Middle School Psychologists and the Director of Access & Inclusion to ensure informed transitions of all students, and to provide a consistency of service across the School.
- Group work with students in issues such as resilience, social skills and anger management.
- Collaborate with families, Access and Inclusion teams, Deputy Heads and external agencies/clinicians, to provide appropriate interventions and support for wellbeing, behaviour or learning.
- Contribute to the team-based leadership of the pastoral care of students in the Senior School in partnership with the Senior School leadership team.
- Liaise with, and refer to, community resources and specialised support services for assistance with complex and multifaceted student issues.

#### SUPPORTIVE ROLES

- Liaise with and support the curriculum coordinators in the submission of applications for reasonable adjustments.
- Involvement in staff development planning, presentations to students and parents and various school community activities, including the co-curricular life of the School.
- Work in consultation with teachers to provide support for students.
- Participation in the Crisis Response Team.
- Provide clinical supervision for Masters Psychology students on placement from the University of Tasmania and participate in peer supervision with The Friends' School Psychologists.

SELECTION CRITERIA

1. Understanding of the 10 National Child Safe Standards which strive to protect children and young people from abuse and neglect.
2. Have substantial experience in counselling and evidence of an ability to consult and communicate with a wide range of age groups of students, with parents, and with staff.
3. Have experience in the administration and interpretation of appropriate psychometric assessments.
4. Have excellent written, oral, interpersonal and organisational skills.
5. Be a member of, or eligible for registration with, the Psychologists Registration Board of Australia.
6. Experience of working in a school setting is desirable.
7. The ability to work safely in a school environment and be fit to undertake the inherent requirements of the position.
8. Show strong support for the Purpose and Concerns and ethos of The Friends' School.
9. Must hold a current Tasmanian Working with Vulnerable People registration (employment) and provide a National Police Check (less than 6 months old).

KEY RELATIONSHIPS

- Heads of Schools
- Deputy Heads of Schools
- Deputy Principal
- Primary and Middle School Psychologists
- Colleagues
- Students and parents
- Director of Access and Inclusion and the Access & Inclusion teams

## C O N F I D E N T I A L I T Y

A School environment is one where you will have access to highly confidential information, therefore it is critical for the School to explicitly state the following:

### **Definition**

Confidential Information includes, with the exception of information in the public domain, any information:

- disclosed to you by or on behalf of The Friends' School;
- which comes into your possession, or is generated by you, in the course of your employment, whether or not the information was originally supplied by The Friends' School;
- relating to the dealings, financial arrangements, transactions, general affairs, details of suppliers, staff members, agreements entered into with The Friends' School and the financial position of The Friends' School and other matters that do or may affect the financial position or reputation of The Friends' School; and
- relating to internal management of The Friends' School, the structure of The Friends' School businesses, The Friends' School personnel, policies, strategies, plans, or aspects of its future activities.

### **Your obligations**

- You are expected to:
- use Confidential Information solely for the purpose of performing your duties;
- take all reasonable precautions as may be necessary to maintain the confidentiality of Confidential Information;
- not remove any Confidential Information from the School's premises without its prior consent;
- not (except in the normal course of carrying out your duties) copy or duplicate any Confidential Information without the consent of The Friends' School and
- immediately notify The Friends' School of any suspected or actual unauthorised use, copying or disclosure of Confidential Information.