CATHOLIC REGIONAL COLLEGE
CAROLINE SPRINGS

College Psychologist

Title	College Psychologist
Classification	Full Time, Ongoing
Category	Education Support Category B Level 5
Key Report	Deputy Principal Student Wellbeing
Award	Catholic Education Multi-Enterprise Agreement 2022
Membership	Wellbeing Leadership Team Counselling Team SIFT meetings

Purpose of the Position

As an integral member of the Wellbeing Leadership Team the role of the College Psychologist is to provide specific support and guidance to individual members of the Catholic Regional College Caroline Springs Community with an emphasis on student support.

As a member of the College staff, the College Psychologist will promote and uphold the Catholic values of the College and present a positive and appropriate public profile. The College Psychologist will actively participate in the implementation of the College vision and mission statement and be guided by the College motto of 'Live Fully Act Justly'.

Key Roles and Responsibilities

1. Provide psychological counselling for a range of mental health, emotional and family issues. This involves:
    - Collaborate closely with our Counselling Team clinicians to deliver comprehensive, tiered mental health support across the college.
    - Participate actively in the intake and triage process for counselling student referrals to systematically review, discuss, and prioritize incoming student referrals as a cohesive team unit.
    - Experience and competence with individual psychological therapy, including a range of evidence-based therapies (e.g. ACT, CBT)
    - Familiarity and experience with evidence-based group programs for mental health issues and resilience building
    - An understanding of when to appropriately refer to an external professional
    - Developing links with external professionals and agencies and liaising with them
    - Working and liaising with families.

2. Undertake assessment and intervention in all areas of child and adolescent development, including:
    - Intervention requiring analysis of multiple measures, other information and understanding of diagnostic criteria as set out in DSM-5
    - Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources
    - Administer, score and interpret standardised cognitive (WISC-V), academic achievement (WIAT-III), behavioural and emotional (BASC-3) assessments, and other assessment measures as clinically indicated.
    - Demonstrate proficiency in integrating assessment findings with background information, preparing comprehensive reports, and providing feedback to parents/carers and relevant school staff to inform student support, educational planning and recommendations.
    - Prepare professional psychological reports, letters and other documentation to communicate assessment findings, clinical recommendations and student support needs to relevant stakeholders, maintaining accuracy, confidentiality and professional standards.
    - Knowledge and understanding of mental health and developmental issues and their relationship to child and adolescent development
    - Comprehensive understanding of self-harm and risk assessments and appropriate responses.
    - Develop, implement and review individualised student support and safe plans in collaboration with students, families, wellbeing team and relevant professionals: This would include safety planning, return-to-school planning, monitoring and appropriate referral or escalation.
    - Apply professional judgement to prioritise referrals and respond to students with complex or escalating needs, within the scope of the role and available service capacity.

3. Play a significant role in the development and delivery of evidence-based interventions and wellbeing programs:
    - Familiarity of evidence-based programs
    - Willing to work collaboratively with staff members on the development of preventative programs
    - Working alongside key staff members in the strategic development and roll out of wellbeing programs.
    - Demonstrate knowledge of neurodevelopmental conditions, learning difficulties and specific learning disorders, and their impact on students' academic achievement, emotional wellbeing, behaviour and engagement.
    - Collaborate with the Director of Learning Diversity and the Learning Diversity team as well as, teachers, families and external professionals to interpret relevant assessment information and develop evidence-informed strategies and educational adjustments.
    - Recognise trends emerging in the school community and plan coordinated proactive initiatives

- Share clinical insights and data with counselling colleagues to optimize intervention strategies and track student progress and contribute to end of year reports to Leadership.
- Collaborate with leading staff in policy writing
- Provide and facilitate professional learning and information for teaching staff and parents
- Consult with relevant staff regarding management of individuals, groups, or events
- Willing to help facilitate parent programs that strengthen the connection to their children and the school (e.g. Tuning into Teens)
- Work closely with the Heads of School (Junior and Senior) and Deputy Principal Student Wellbeing in development of various initiatives and programs.

4. Participate as a member of the College Staff:
   - Participate in the school community as required, within the limits of ethical boundaries
   - Attend staff briefings, Wellbeing Leadership Team meetings, Student in Focus Team (SIFT) meetings and staff meetings
   - Participate in school events e.g. Parent Information Evenings, Parent Teacher Interviews, Sports carnivals, faith days and masses.

5. Collect, collate, and maintain student information and records to meet legislative and school requirements, such as:
   - Storing and maintenance of individual records, files and notes
   - Collection, collation and maintenance of practice related data, e.g. caseload, trends, presenting issues
   - Maintain precise and efficient documentation using Halaxy for all clinical note-taking, file management, and scheduling.
   - Utilise Heidi AI scribe technology to streamline clinical recording, ensuring accurate, timely, and compliant student records.
   - Informing relevant staff of current referral issues and suggest strategies to manage these.

6. Assist the College and the organisation in their response to critical incidents and emergencies. This can require:
   - Knowledge of current evidence on management of traumatic incidents
   - Participation in the development and review of school policies and plans for critical incident response
   - Assisting with school wide management of, and response to, critical incidents and emergencies.

7. Maintain professional competence and continued professional learning
    - Familiarity with PsyBA mandated APS Code of Ethics and Guidelines
    - Continuing professional development
    - Peer consultation and supervision.

Key Contacts

- Deputy Principal Student Engagement
- Heads of School – Junior and Senior
- Director of Learning Diversity

General Qualifications

Essential:

1. Must be fully registered with the Australian Health Practitioners Registration Agency, Psychology Board of Australia
2. Working with Children Check and Current Police Check

Desirable:

1. Eligible for membership of the Australian Psychological Society
2. Eligible for membership of the College of Educational and Developmental Psychologists
3. Demonstrable understanding and experience in the area of Positive Psychology
4. Experience working in a school setting with adolescents.

Child Safety

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Have a clear understanding of Ministerial Order 1359 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice
- Have a sound understanding of the eleven child-safe standards
- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)
- Provide students with a child-safe environment
- Uphold a zero-tolerance attitude towards child abuse
- Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds
- Provide a safe and accessible environment for children with a disability
- Implement strategies that promote a healthy and positive learning environment.

Key Selection Criteria

1. A proven commitment to Catholic Education and faith development
2. An understanding and acceptance of the College ethos of Live Fully Act Justly
3. An excellent understanding of wellbeing issues pertaining to young people
4. A proven commitment to supporting the wellbeing of students
5. A knowledge of programs and agencies that support the wellbeing of students
6. Sound leadership, organisational and administrative skills
7. Highly developed interpersonal skills and the ability to liaise and communicate effectively with people at all levels and from varying backgrounds
8. Ability to work collaboratively and facilitate dynamic teamwork
9. A proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures
10. A genuine love of learning and working with young people
11. A commitment to ongoing professional development within the area of student wellbeing

Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, not specifically stated, and the Principal may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the College.