School Psychologist

Position reports to	Head of Inclusive Education
Direct Reports	Nil
Classification	D-7-8, Southern Cross Grammar Enterprise Agreement, commensurate with experience
FTE/Duration	0.6 FTE, Ongoing

About Us

At Southern Cross Grammar, we believe education is most powerful when a student is truly known and their potential is unlocked to shape what comes next. We are an independent, co-educational, non-denominational Foundation to Year 12 school located on a single campus in Caroline Springs, Victoria. Established in 2011, we are a learning community united by a clear purpose: to develop people who make a positive difference in the world. Guided by our values of Respect, Inclusivity, Excellence, and Resilience, our philosophy combines evidence-based teaching and strong relationships to support meaningful growth for all learners.

This work is led by dedicated staff who are deeply invested in each student's learning and development, and who continually reflect on their professional practice to ensure it remains purposeful, informed, and responsive. In partnership with our families, we prepare our students for lives of purpose and impact, grounded in the belief that when students matter, futures shine brighter.

Purpose

Working with students, staff and parents, the School Psychologist will support students and their families in the areas of learning, behaviour, and personal and social fluency. The School Psychologist will work in a multidisciplinary team environment across the Primary and Secondary School within the Student Care Team. The role provides confidence in the School's capacity to respond in a flexible and balanced manner to the provision of support to students and their families.

Key Aspects of the Role

Undertake educational and psychological assessment and diagnosis in all areas of child and adolescent development, including:

- Conducting risk assessments and working collaboratively with students, families and relevant school staff to identify, assess and manage concerns relating to student safety and wellbeing.
- Developing, implementing and reviewing individualised safety and risk management plans for students experiencing mental health difficulties, emotional distress, self-harm concerns, suicidal ideation or other identified risks.

- Providing recommendations for appropriate school-based safety measures, monitoring emerging concerns, and coordinating with families and external professionals to ensure appropriate supports, referral pathways and escalation procedures are in place.
- Psycho-educational assessment involving intellectual and ability assessment tools, clinical measurement, clinical interview and observation
- Diagnosis requiring analysis and synthesis of multiple measures, other information and understanding of diagnostic criteria as set out in DSM-IV or ICD 10
- Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources

Plan evidence-based interventions in collaboration with other staff, relevant professionals and parents. This may involve:

- Delivering interim psychological and wellbeing supports to students while longer-term interventions or external services are being explored or arranged. This may include initial assessment, emotional support, targeted strategies and recommendations to assist students in maintaining engagement and wellbeing at school
- Planning and communicating evidence-based interventions with school staff
- Developing interventions to facilitate the educational services provided to students
- Writing reports and professional letters
- Liaising with external professionals and agencies
- Developing links with relevant community agencies
- Working collaboratively with families to discuss student needs, identify appropriate support pathways and facilitate connections with relevant external professionals and services, including psychologists, paediatricians, psychiatrists and other allied health providers, where appropriate.
- Advocating for students with special needs and other issues

Participate as a member of School Staff and provide psychological input to the development, implementation and evaluation of school or system learning programs, goals and outcomes. This will involve:

- Acting as a consultant to teaching, wellbeing and Inclusive Education teams regarding appropriate school-based support needs for neurodiverse students and students experiencing mental health challenges
- Providing recommendations for reasonable adjustments, individualised strategies and targeted interventions to promote student engagement, inclusion and wellbeing
- Contributing to school level policy input, e.g. behaviour, student wellbeing, supporting school community strategies
- Developing interventions to assist students at points of transition
- Attending administrative meetings as appropriate to the role
- Participating in the life of the school community as required, within the limits of ethical boundaries.

Providing professional learning and information to build capacity of schools and families to improve students' learning and developmental outcomes. This may involve:

- Providing advice to the Principal and senior staff regarding management of individuals, groups or events
- Providing and facilitating professional learning and information for teaching staff
- Providing professional learning and information to parents

- Clearly articulating the role of the School Psychologist, including ethical boundaries, to staff and the broader school community.

Responding to and assisting the school in response to critical incidents and emergencies. This can require:

- Knowledge and 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
- Providing individual and group support to students and families
- Liaison with external service providers where necessary
- Advising and supporting school staff and parents with managing their own responses.

Collect, collate and maintain student information and records to meet legislative and system requirements, and to inform research and policy development, including:

- Adhering to ethical and professional responsibilities as per Australian Psychological Societies (APS) Code of Conduct including detailed case notes and student files etc.
- Maintaining accurate and detailed case notes and student files within the school, in keeping with the standards of the Australian Psychological Society Code of Conduct
- Collection, collation and maintenance of practice related data, e.g. caseload demographics, outcome measures
- Maintaining an awareness of school community issues and events which may impact on the school, and work with staff to manage these
- Informing the Principal and senior staff regarding current referral issues and suggesting management strategies.

Key Capabilities

- A firm commitment to upholding Southern Cross Grammar's Purpose, Philosophy and Values
- A degree in Psychology including full registration with the Australian Health Practitioner Regulation Agency (AHPRA)
- Knowledge and ability to use evidenced based psychometric assessment tools, including the capacity to provide psycho-educational and therapeutic group programs to parents, children and family groups
- Ability to develop and implement evidence-based interventions and treatment plans, and recovery plans for individuals, groups and families as required
- Well-developed oral, written, communication and interpersonal skills and computer proficiency, including the ability to use client information management systems
- Capacity to work effectively both independently and as part of a multidisciplinary team, demonstrate accountability and willingness to take direction and provide written reports
- Demonstrated ability to comply with relevant legal and ethical standards, including accountability, ethical practice, duty of care, confidentiality, relevant accreditation standards and workplace health and safety
- Awareness of State and school legal responsibilities, policies and procedures, associated with care and mandatory reporting

- Maintaining of professional competence and continued professional learning
- Willingness to undertake other duties as reasonably required by the Principal

Key Working Relationships

- Principal and Executive
- Senior Leadership team
- Inclusive Education Staff
- Staff, students and parents/carers
- External agencies

Health and Safety

Staff are required to:

- Take reasonable care for their own health and safety and that of other staff who may be affected by their conduct
- Demonstrate awareness of Work Health and Safety issues, and have a working knowledge of the School's health and safety policies and procedures
- Participate in Work Health and Safety related training
- Promote a safe working environment by raising work health and safety concerns in a timely manner and reporting any notifiable incident or health and safety matters to the Principal, or member of the OHS committee.

Child Safety

Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe and are safe.
All staff are required to:

- Provide students with a child safe environment
- Proactively monitor and support student wellbeing
- Have a working knowledge and understanding of the School's Child Safe Policies and Code of Conduct, and any other policies and procedures relating to child safety
- Undertake training to maintain compliance with all child safety legislation, standards and regulations.

Conditions of Employment

- Southern Cross Grammar is an equal opportunity employer
- Evidence of relevant Qualification/s in Psychology
- Evidence of WWCC
- Current Level 2 First Aid and CPR Certificate, Asthma and Anaphylaxis training or willingness to undertake prior to or on commencement of employment
- Salary packaging benefits and professional learning and leadership opportunities
- Employer superannuation contributions as prescribed under the Superannuation Guarantee legislation

- Employment and leave provisions as outlined in the Southern Cross Grammar Enterprise Agreement 2023

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 work tasks, not specifically stated, and the Executive may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the School.