



*De La Salle College Malvern is actively committed to fostering a community of safeguarding that recognises and upholds the dignity and rights of all children.*

*De La Salle College Malvern is an equal opportunity employer.*

*“The young should be able to see in your wisdom how they should behave.”  
St John Baptist de La Salle - (Med 132.1 – on the life of Saint Norbert)*

## ROLE PURPOSE

To provide a child and adolescent psychological service in the school and to work with other staff to support students and families. To facilitate access, participation and to maximise educational outcomes for students, and to utilise psychological expertise in education and learning to support and build the capacity of the school community toward the same goals.

## KEY AREAS OF RESPONSIBILITY

1. **Undertake educational and psychological assessment and diagnosis in all areas of child and adolescent development including:**
  - Educational assessments involving cognitive testing, measurement of educational achievement and screening for specific learning difficulties reading and communication disorders;
  - Mental Health Assessment involving clinical measures, clinical interview skills, observation and collating information from other external professionals or agencies to make or assist in forming DSM-V formulations;
  - Demonstrating a clear understanding of typical and atypical child and adolescent development;
  - Demonstrating knowledge and understanding of mental health disorders and their relationship to child and adolescent development specifically for boys;
  - Demonstrating comprehensive understanding of self-harm and risk assessments and appropriate responses.
2. **Provide counselling for a range of mental health, emotional and family issues, including demonstrating the competencies below:**
  - Provide counselling to students for a range of presenting concerns
  - Referrals may be requested by self-referral, teacher referral and parent referral. Other school staff such as the Assistant Principal – Staff and Students, Heads of School, Year Level/House Coordinators and Class/House Mentors may also make referrals;
  - Communication with key stakeholders in the Wellbeing Team regarding specific student issues that impact the students functioning beyond the clinical setting;
  - Experience and competence using evidence-based practices in counselling students (e.g. CBT, ACT) and where appropriate the provision of recommendation/s or referrals to external practitioners for ongoing care;
  - Consultation in system level programs for students (e.g. transition programs, mentoring, study skills, etc.);
  - Developing links with external professionals and agencies and liaising with them;
  - Working with parents to assist their child to make positive changes where appropriate.
3. **Plan evidence-based interventions in collaboration with other staff, relevant professionals and parents. This may involve:**
  - Communication planning and assisting with the implementation of evidence-based strategies with school staff;
  - A good knowledge and understanding of diversity of the student population and school community (e.g. ADHD, ASD, Giftedness, Specific Learning Disorders, neurodiversity LGBTQIA+) and principles and practices for inclusion;
  - Advocating for students with special needs and other presenting concerns;
  - Writing reports and professional letters in a timely fashion;

- Work collaboratively with staff members on the development of preventative programs as a member of the Strategic Wellbeing Team
- Work alongside staff members in embedding wellbeing programs (i.e. restorative practices, GROW Wellbeing).

**4. Provide Psychological input into the strategies development of the College:**

- Collect data on psychological trends emerging in the College community and plan intervention or proactive intervention;
- Present a yearly report to the Assistant Principal - Staff and Students analysing trends in our school community that may impact learning;
- Collaborate with leading staff of the College in relevant policy writing (e.g. positive student behaviour, child safety and drug and alcohol);
- Participate in relevant curriculum development (i.e. GROW Wellbeing program).

**5. Provide Professional learning and information to build capacity of the College and its families to improve students' learning and wellbeing, which may include:**

- Providing and facilitating professional learning and information for teaching staff and parents;
- Writing articles for the school newsletter on relevant issues;
- Clearly articulating the role of the College Psychologist, including ethical boundaries, to the staff and broader community.

**6. Participate as a member of the School Staff:**

- Attend staff briefings, Wellbeing Meetings and Staff Meetings when relevant;
- Participate in the College community as required, within the limits of ethical boundaries.

**7. Collect, collate and maintain student information and records to meet legislative and college requirements, such as:**

- Keeping and maintenance of individual records, files and notes;
- Collection, collation and maintenance of practice related data, e.g. caseload demographics, outcome measures;
- Submitting an annual report to the Assistant Principal - Staff and Students synthesizing trends pertaining to our student population and identifying potential barriers to learning; This is listed previously
- Consulting with the Assistant Principal - Staff and Students (in the first instance) or the Principal when dealing with matters that relate to Child Safety;
- Consulting with the Assistant Principal - Staff and Students (in the first instance) or the Principal when dealing with matters that are especially difficult or that have the potential to move beyond the confines of clinical work.

**8. Critical incidents and emergency management. This can require:**

- Knowledge and familiarity of current evidence on management of traumatic incidents;
- Participation in the development and review of College policies and plans for critical incident response;
- Assisting with College wide management of, and response to, critical incidents and emergencies.

**9. Maintain professional competence and continued professional learning**

- Familiarity with APS Code of Ethics and Guidelines;
- Continuing professional development;
- Attending peer consultation and supervision;
- Attend to all professional development requirements necessary to maintain registration with Psychology Board of Australia (AHPRA).

## **PROFESSIONAL PRACTICE**

The School Psychologist will be required to:

- Attend training and professional learning programs to maintain skillset for this role;
- Be familiar with the College's First Aid and Emergency procedures;
- Attend whole College events such as Faith Formation days, sports events and College assemblies;
- Participate in annual performance reviews.

The College Psychologist will be expected to carry out other duties from time to time that are broadly consistent with this position description or as directed by the Principal.

## CHILD SAFETY

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns.

## OCCUPATIONAL HEALTH AND SAFETY

There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to.

Staff are advised that they are to:

- Take reasonable care of their own safety and health and safety of others affected by their acts or omissions;
- Report hazards, accidents or incidents (near misses) in accordance with agreed college procedures;
- Follow established safe working procedures, instructions and rules;
- Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the act;
- Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others;
- Not wilfully place at risk the health and safety of any other person in the workforce.

The complete Occupation Health and Safety College Policy may be viewed through accessing the College Policies on the Learning Management Platform (OLLIE).

## CRITERIA

The successful applicant will be able to demonstrate:

Essential:

- Demonstrated capacity to work with adolescents enthusiastically and creatively;
- An understanding of the particular experiences and needs of adolescent;
- Appropriate University qualifications;
- A member (or eligible for membership) of a PACFA affiliated body or the APS;
- Demonstrated ability to work as part of a multi-disciplinary team;
- Sound knowledge of legal and ethical considerations in an educational setting;
- Demonstrated ability to communicate effectively with students, parents and staff;
- Excellent record-keeping skills.

In general, College Psychologists at De La Salle College must be able to demonstrate:

- A commitment to Catholic and Lasallian education;
- A vision for the areas in which they predominantly work;
- Proven success as a counsellor or psychologist with ?experience in working with adolescents, preferably in a secondary school setting;
- A sound grasp of current educational thought and practice;
- An ability to work productively with teachers and support staff in a collaborative decision making structure;
- Demonstrated competence in the use of ICT in an educational setting;
- Excellent communication, administrative and organisational skills.

## ACCOUNTABILITY

**Reports to:** Assistant Principal – Staff and Students  
**Internal liaisons:** Staff (including the Health Centre), Parents and Students  
**External liaisons:** Professional Supervisors, Outside Agencies, Contractors and Suppliers

## CONDITIONS

Conditions are as per the Catholic Education Multi Employer Agreement 2022.  
This is an Education Support, Category B position, Level 4, 1.0 FTE.

**Employment Status:** Ongoing  
**Time Fraction:** 1.0 FTE  
**Hours of Work:** 8:00am to 4:00pm, Monday to Friday  
**Leave:** 12 weeks annual leave (to be taken during school holidays)

This Position Description may be subject to change during the term of the appointment as part of a normal process of ongoing evaluation of the College's operations.