



**SOUTH COAST**  
BAPTIST COLLEGE

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**POSITION DESCRIPTION**

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**School Psychologist**

# South Coast Baptist College

## Position Description – College Psychologist

### 1. POSITION IDENTIFICATION

<b>POSITION TITLE:</b>	<b>School Psychologist (K-12)</b>
<b>Responsible to:</b>	The principal
<b>Reports to:</b>	Deputy Head Secondary (Wellbeing)
<b>Line Manager:</b>	Deputy Head Secondary (Wellbeing)
<b>Internal Working Relationships</b>	Deputy Heads – Wellbeing Heads of Year Learning Support Coordinators Other health/wellbeing services and partners Teaching Staff
<b>External Working Relationships</b>	Parents of students enrolled at SCBC Professional networks, agencies, specialists etc.
<b>Start Date</b>	Semester Two 2024
<b>Classification</b>	Wellbeing Support
	Level 2 for Provisionally Registered Psychologist Level 3 for Registered Psychologist
<b>Employment Basis</b>	Contract – Full Time

### 2. POSITION SUMMARY

The College Psychologist (K-12) provides specialist advice and support to students and staff at the College in the areas of mental health and wellbeing, student behaviour, and learning support.

Areas of specialist knowledge includes psychological assessment, intervention and consultation at the individual, group, and whole College levels.

Services and support are provided in the areas of:

- behaviour management
- learning and motivation
- mental health and wellbeing
- emergency and critical incident management

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### 3. REQUIREMENTS

1. To have a personal faith and commitment to the Lord Jesus Christ.
2. To attend Church on a regular basis and model Christian beliefs, behaviour, and practices.
3. To accept the College's Statement of Faith.
4. Build co-operative and supportive relationships with the board, principal, staff, students, and parents.
5. Work to ensure personal best practice.
6. Ensure that decision making is based on fact, is impartial, and fair.
7. Model the use of appropriate and proper channels of communication.
8. Always act in the best interest of the College and its ethos.
9. Working With Children Certificate or capacity to apply for one.
10. Either current registration with the Australian Health Practitioner Regulation Agency (APRHA) or Provisional registration with current supervision in place.
11. Experience working with young people and/or working within a clinical or educational setting.

### 4. SELECTION CRITERIA

The following selection criteria are identified as being required to achieve the outcomes in the context of this position. Applicants will need to provide evidence of their capacity to transfer their knowledge and skills to achieving the outcomes of this position.

1. Demonstrated ability to implement psychology services and programs in an educational environment to maximise student learning outcomes.
2. Demonstrated knowledge of the implementation and evaluation of a variety of psychological approaches appropriate for individual, group, and system-level intervention.
3. Demonstrated elevated level written and oral communication skills, demonstrating the capacity to produce correspondence, reports and case notes, and interviews.
4. Demonstrated interpersonal skills, which demonstrate an ability to function in a self-directed way, and as a member of a Multidisciplinary team, working with a range of clients, College Staff, and inter-agency partners across a variety of contexts.

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5. Demonstrated ability to apply analytical and conceptual skills to issues identification, risk assessment and analysis, intervention, and evaluation. This includes evidence of the ability to conduct, interpret and report on psycho-educational assessments.

### 5. DUTIES

#### **1. Undertake educational and psychological assessment and diagnosis in areas of child and adolescent development as required. This may include:**

- a. Psycho-educational assessment involving intellectual and ability assessment tools, clinical measurement, clinical interview, and observation,
- b. Diagnosis requiring analysis and synthesis of multiple measures, other information and understanding of diagnostic criteria as set out in DSM-V or ICD 10.
- c. Knowledge, experience and understanding of developmental disabilities.
- d. Clear understanding of normal and abnormal child and adolescent development.
- e. Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources
- f. Knowledge and understanding of mental health disorders and their relationship to child and adolescent development.

#### **2. Provide psychological counselling, therapy and programs for individuals and groups for a range of mental health, emotional and family issues. This involves:**

- a. Experience and competence with individual psychological therapy, including a range of evidence-based therapies (e.g., CBT, IPT)
- b. Familiarity and experience with evidence-based group programs for mental health issues and resilience building.
- c. Support and advice regarding system level programs for students e.g. transition programs, peer support, study skills, remedial, etc
- d. Facilitating small group preventative and proactive programs for students (e.g. social skills and anger management)

#### **3. Plan evidence-based interventions in collaboration with other staff, relevant professional and parents. This may involve:**

- a. Communication and planning evidence-based interventions with college staff
- b. A good knowledge and understanding of diversity of the student population and College community (e.g., CALD, ATSI, disadvantage, disability, giftedness etc.) and principles and practices for inclusion.
- c. Ability to participate in a multidisciplinary team.
- d. Developing interventions to facilitate the educational services provided to students
- e. Communication and planning evidence-based interventions with parents
- f. Writing reports and professional letters
- g. Liaison with external professionals and agencies
- h. Developing links with relevant community agencies
- i. Referring parents and students to professionals or agencies as needed
- j. Advocating for students with special needs and other issues

#### **4. Participate as a member of College Staff and provide psychological input as needed. This will involve:**

- a. Attending administrative meetings (College staff and colleagues) as appropriate to role.
- b. Contributing to College level policy input, e.g. behaviour, student wellbeing, supportive College community strategies

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- c. Developing interventions to assist students at points of transition
- d. Participating in relevant curriculum development as requested
- e. Participating in the life of the College community as required, within the limits of ethical boundaries.

### **5. Assist in the response to critical incidents and emergencies. This can require:**

- a. Knowledge of current evidence on management of traumatic incidents
- b. Participation in the development and review of college policies and plans for critical incident response
- c. Assisting with College wide management of, and response to, critical incidents and emergencies
- d. Providing individual and group support to students and families
- e. Liaison with external service providers where necessary
- f. Advising and supporting College staff and parents with managing their own responses

### **6. Collect, collate, and maintain student information and records to meet legislative and system requirements to inform research and policy development, such as:**

- a. Keeping and maintenance of individual records, files, and notes
- b. Collection, collation, and maintenance of practice related data, e.g. caseload demographics, outcome measures
- c. Maintaining an awareness of College community issues and events which may impact on the College, and work with staff to manage such.
- d. Informing the Dean of Wellbeing and senior staff regarding current referral issues and suggest strategies to manage these.

### **7. Maintain professional competence and continued professional learning.**

- a. Familiarity with PsyBA mandated APS Code of Ethics and Guidelines
- b. Continuing professional development
- c. Peer consultation

## INFORMATION

1. Allocation of duties will be negotiated with the line manager and take into consideration workload implications.

2. Responsibilities are carried out in accordance with relevant legislation, current College policies, guidelines and initiatives and negotiated industrial awards and agreements. The Senior College Psychologist adheres to the Psychology Board of Australia Code of Ethics and Guidelines.

3. Legislation impacting on this position includes the *Health Practitioner Regulation National Law (WA) Act 2010*, *College Education Act 1999*, the *Education Act Regulations 2000*, and the *Curriculum Council Act 1997*.

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Signature

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Date