



POSITION DESCRIPTION

Clinical Psychologist

1. POSITION IDENTIFICATION

Position Title:	Clinical Psychologist
Reporting To:	Manager of Student Services
College Department:	Specialist Support
Position Classification:	As determined by Seymour Colleges SA Enterprise Agreement 2017
FTE:	

2. POSITION SUMMARY

The Clinical Psychologist is expected to provide a child and adolescent clinical psychology service across the College (from Early Education to Year 12) and to work with the pastoral care team to support students and families.

3. KEY ACCOUNTABILITIES

The position responsibilities are summarised in the following areas:

3.1 Key Responsibilities

3.1.1 Specific

- Undertake psychological assessment and diagnosis in all areas of child and adolescent development, including:
 - Diagnosis requiring analysis and synthesis of multiple measures, other information and understanding of diagnostic criteria as set out in DSM-5 or ICD 11;
 - Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources
- Provide psychological counselling, therapy and programs for individuals and groups for a range of mental health, emotional and family issues;
 - Delivery of system level programs for students e.g. transition programs, peer support, study skills, remedial, etc.;
 - Facilitating group preventative and proactive programs for students (e.g. social skills and anger management).
- Plan evidence-based interventions in collaboration with other staff, relevant professional and parents;
 - Developing interventions to facilitate the educational services provided to students;
 - Communication and planning evidence-based interventions with parents;
 - Writing reports and professional letters;

- Liaison with external professionals and agencies;
- Developing links with relevant community agencies;
- Referring parents and students to professionals or agencies as needed;
- Advocating for students with special needs and other issues.
- Participate as a member of College Staff and provide psychological input to the development, implementation and evaluation of school or system learning programs, goals and outcomes;
 - Attending administrative meetings (College staff and colleagues) as appropriate to role;
 - Contributing to College level policy input, e.g. behaviour, student wellbeing, supportive school community strategies;
 - Developing interventions to assist students at points of transition;
 - Participating in relevant curriculum development as requested;
 - Participating in the life of the College community as required, within the limits of ethical boundaries.
- Provide professional learning and information to build capacity of the College and our families to improve students' wellbeing outcomes;
 - Providing advice to College Executive and/or Wellbeing team regarding management of individuals, groups or events;
 - Providing and facilitating professional learning and information for teaching staff;
 - Providing professional learning and information to parents;
 - Writing items for the College newsletter on relevant issues;
 - Clearly articulating the role of the College Wellbeing Practitioner, including ethical boundaries to the staff and broader College community.
- Respond to and assist the College in response to critical incidents and emergencies;
 - 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;
 - Providing individual and group support to students and families;
 - Liaison with external service providers where necessary;
 - Advising and supporting College staff and parents with managing their own responses.
 - Collect, collate and maintain student information and records to meet legislative and system requirements to inform research and policy development, 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;
 - Maintaining an awareness of College community issues and events which may impact on the College, and work with staff to manage such;

3.1.2 General

- assist the Principal in fulfilling the aims and purpose of Seymour College, by supporting the philosophy and ethos of the College as summarised in the College vision:
Women of strength, optimism and justice, confident for the future and ready to take on the world.

Seymour inspires within each student a passion for lifelong learning, a celebration of community, and a quest for personal excellence.

- cooperate fully with the Principal and other members of staff in keeping with the values and traditions of the College
- actively support the strategic direction of Seymour College
- demonstrate organisational, administrative and management practices appropriate to the position
- provide consistent public support both within and outside of Seymour College for school-wide policy initiatives
- practice professional judgement and initiative commensurate with the role
- comply with legislative requirements and the SA Enterprise Agreement 2017
- perform duties according to College policies, particularly the College Staff Handbook
- carry out other duties related to the position as required

3.3 Communication

- communicate effectively with students, parents and staff in relation to both academic and pastoral matters as required
- inform the Head of School and/or Head of Department of significant pastoral care matters
- inform the Head of Department of significant academic matters
- respond to parent enquiries in a professional, timely and efficient manner, following the College Communication Policy and guidelines
- attend meetings, information evenings and other College community events as required
- contribute to the development of policy, procedures and processes and provide recommendations to the Heads of School and Heads of Department for improvement
- Communication and planning evidence-based interventions with College staff;
- Informing the Principal and senior staff regarding current referral issues and suggest strategies to manage these.

3.4 Risk Management

- Contribute to the health and safety of self and others.
- Apply Work Health Safety (WHS) regulations, codes and practices in the workplace.
- Apply first aid as required.
- Identify hazards and assess WHS risks as appropriate.
- Identify risk and apply risk management processes.

4. SELECTION CRITERIA

4.1 Essential Criteria

4.1.1 Educational/Vocational Qualifications

- Must be fully registered by the Psychology Board of Australia under the Health Practitioner Regulation National Law, or

- have provisional registration based upon possession of a degree with a fourth- or fifth-year qualification in psychology and a supervision agreement accepted by the Psychology Board of Australia (PsyBA), which will enable full registration following one to three years of supervised practice as a psychologist.
- DCSI working with children check

4.1.2 Skills and Abilities

- Advanced skills in individual and group child and adolescent therapy.
- Demonstrated caseload management and administrative skills.
- Ability to participate in a multidisciplinary team;

4.1.3 Experience

- experience working with a number of timelines and meeting objectives for each tasks
- demonstrated experience in, and vision for the delivery of curriculum in the junior years of schooling
- experience of promoting positive behaviour conducive to learning which is focused on raising standards
- Experience and competence with individual psychological therapy, including a range of evidence-based therapies (e.g. CBT, IPT);
- Familiarity and experience with evidence-based group programs for mental health issues and resilience building;

4.1.4 Knowledge

- possess excellent knowledge of the current primary curriculum
- Knowledge and understanding of mental health disorders and their relationship to child and adolescent development.
- 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;
- Knowledge of current evidence on management of traumatic incidents;

4.2 Desirable Criteria

4.2.1 Educational/Vocational Qualifications

- Eligible for membership of the Australian Psychological Society;
- Eligible for membership of the College of Clinical Psychologists.

4.2.2 Experience

- experience working in an all girl's school
- experience working in an IB school