



## POSITION DESCRIPTION

# College Psychologist / Counsellor

### 1. POSITION IDENTIFICATION

Position Title:	College Psychologist / Counsellor
Reporting To:	Manager of Student Services
College Department:	Student Services
Position Classification:	As determined by Seymour Colleges SA Enterprise Agreement 2017
FTE:	0.8 FTE

### 2. POSITION SUMMARY

The College Psychologist / Counsellor provides a child and adolescent counselling and intervention service across the College (from Early Education to Year 12) and works 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

- Assess students' mental health and well-being issues (including conducting risk assessments) by using clinical measures, clinical interview skills, observation and collecting information from other sources.
- Provide individual psychological counselling and therapy.
- Facilitate proactive and preventative programs for students on a range of mental health, emotional and family issues (e.g. transition programs, peer support, study skills, social skills, anxiety management etc).
- Plan and deliver evidence-based interventions in collaboration with other staff, relevant professionals and parents. This includes:
  - Developing interventions to facilitate the educational services provided to students
  - Communicating and planning evidence-based interventions with parents
  - Writing reports and professional letters
  - Liaising 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 input to the development, implementation and evaluation of school or system learning programs, goals and outcomes. This includes:

- Attending administrative meetings (College staff and colleagues) as appropriate to the role
- Contributing to College level policy e.g., behaviour, student wellbeing etc
- 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 the capacity of the College and families to improve students' wellbeing outcomes. This includes:
  - 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 Psychologist / Counsellor, including ethical boundaries to the staff and broader College community.
- Respond to and assist the College in response to critical incidents and emergencies. This includes:
  - Participation in the development and review of College policies and plans for critical incident responses
  - Assisting with College wide management of, and response to, critical incidents and emergencies
  - Providing individual and group support to students and families;
  - Liaising 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 issues.

### 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

### **3.2 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 Dean of Wellbeing and/or Head of Boarding House of significant pastoral care matters
- Inform the Dean of Wellbeing and/or Head of Boarding House 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
- Communicate and plan evidence-based interventions with College staff
- Inform the Principal and senior staff regarding current referral issues and suggest strategies to manage these.

### **3.3 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 with the Psychology Board of Australia under the Health Practitioner Regulation National Law, or
- Must be fully registered by the Australian Association of Social Workers, or
- Must be fully registered by the Australian Counselling Association
- DCSI working with children check

#### 4.1.2 *Skills and Abilities*

- Highly developed clinical skills in the assessment and provision of therapy and intervention for children and adolescents with mental health and well-being issues.
- Highly developed organisational and administrative skills including caseload management.
- Well-developed capacity to work collaboratively in a team environment. Strong interpersonal skills and written communication skills.

#### 4.1.3 *Experience*

- Minimum 3 years' experience in a counselling role.
- Experience as a practising Psychologist or Counsellor in a school or comparable industry.
- Experience and competence with individual psychological therapy, including a range of evidence-based therapies (e.g. CBT, IPT, ACT for adolescents etc).
- Experience promoting positive behaviour conducive to learning which is focused on raising standards.
- Familiarity and experience with evidence-based group programs for mental health issues and resilience building.
- Experience working collaboratively in a multi-disciplinary team.
- Experience working with a number of timelines and meeting objectives for each task.

#### 4.1.4 *Knowledge*

- 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, , Aboriginal and/or Torres Strait Islander, 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*

- Master's in Clinical/Counselling/Health/Educational and Developmental Psychology
- Membership with the College of Clinical or Counselling or Health or Educational and Developmental Psychologists
- Psychology Board approved supervisor across all levels.
- A good understanding of the current school curriculum.

#### 4.2.2 *Experience*

- Experience working in a school.
- Experience working in an all girls' school