

Job Description – School Psychologist

Role Title	School Psychologist
Flexible Learning Centre	Edmund Rice Education Australia Flexible Schools trading as St Joseph's Catholic Flexible Learning Centre
Network	EREA Oscar Romero Flexi Schools Network
Location	Alice Springs – Northern Territory
Salary or Award	In accordance with <i>the Catholic Schools (Northern Territory) Collective Enterprise Agreement 2022</i>
Employment Status	Full-time, Permanent
Probation	6-month probation with a review at 3 months
Report	Site Principal/Network Principal

Suitably qualified and experienced Aboriginal and Torres Strait Islander people are encouraged to apply.

Background:

St Joseph's Catholic Flexible Learning Centre has been operating on its current site since 2012 as a Catholic Secondary School in the Edmund Rice tradition. It is also part of the Diocese of Darwin and the Northern Territory Catholic Education Office. St Joseph's Flexi is an initiative of Edmund Rice Education Australia Flexible Schools and is part of the Oscar Romero Flexi Schools Network offering a full-time and multi-year secondary education and social inclusion program for young people who have disenfranchised from mainstream structures. Young people may express a broad range of complex education and social needs and the FLC services respond with a variety of flexible and innovative social inclusion and learning experiences. Young people who attend include indigenous and non-indigenous young people who are disengaged from mainstream education for a range of reasons and include:

- Those who have had contact with the juvenile justice system;
- Those in the care of the Office of Children and Families;
- Those with a history of trauma;
- Those with a history of extended periods of unexplained absences;
- Those who are highly mobile;
- Those with mental illness or at risk of engaging in self harming behaviours or substance abuse;
- Those who have been excluded or repeatedly suspended from school;
- Those who are homeless;
- Those who are young parents;
- Those with a generational history of early school leaving; and
- Those with a generational history of unemployment

Principles of Operation (Respect, Participation, Safe & Legal and Honesty):

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice Guidelines, as articulated in the EREAFSN Historic Youth+ Foundation Statement and FLC, Occasional Papers (available on the website)

See www.ereafsn.edu.au - Publications for further information.

Child Safeguarding:

EREA Flexible Schools Ltd. is a child safe and child-centred organisation, committed to the protection of children and has zero-tolerance of any abuse of children. It is our commitment to ensure that each and every child and young person under our care is kept safe and free from all forms of harm and abuse. EREA Flexible Schools are committed to ensuring the safety, wellbeing and dignity of all children and young people. Our physical and cultural environment promotes children and young people's feelings of inclusion, participation, and empowerment. You are required, as a condition of employment, to comply with our Child Safeguarding Program, including our Child Safeguarding policies and procedures, the EREA Child Safe Code of Conduct, your legal obligations with respect to the reporting of child safety incidents or concerns, and in maintaining a valid and current Working with Children Card. It is your responsibility to be aware of key indicators of child abuse and other harm, to be observant, and to raise any and all child safety incidents or concerns with your Head of Campus and with external agencies where required.

Primary Role:

The School Psychologist supports school leadership and staff through the application of specialist professional knowledge and strategies to identify and address student issues in order to promote student safety, wellbeing, and to facilitate successful learning.

The School Psychologist, as a qualified professional, works with school leaders, staff, families, young people and external agencies to support the wellbeing of young people and provide diagnostic assessments, relevant critical incident responses and confidential counselling to young people and families. The School Psychologist forms a vital part of the support services available to students.

The School Psychologist will have the primary responsibility in their role for:

- Providing cognitive, social emotional and diagnostic assessment services to young people.
- Ability to provide psychological support services to young people and families experiencing challenges due to neurodevelopmental differences, mental health, self-esteem and wellbeing issues.
- Ability to support young people facing adverse life circumstances such as parental separation, divorce, trauma, grief and loss, bullying, global migration and transitions.
- Experience working with a first nations people who are a neurodiverse population (autism, ADHD, FASD etc.) and young people experiencing socio-emotional and mental health difficulties.
- Ability to work within a trauma informed way and experience working with First Nations young people who have experienced trauma.
- Ability to work as part of a team as well as lead the coordination of supports such as multi-disciplinary professionals, NDIS and Medicare to provide a crisis response to relevant critical incidents.
- Strong communication skills and ability to deliver training to an audience of school leaders, teachers and professionals on a range of topics related to child development and psychology.
- Strong understanding of the importance of delivering training and offering systemic projects to initiate changes.
- Strong project management skills in developing projects such as group work, parenting, staff coaching and individualised therapy programs.
- Using approaches that are evidence-based and embedded in a research, scientist-practitioner framework.

Other responsibilities will be negotiated at the time of appointment with the School Principal and Network Principal.

Key Working Relationships:

Internal Relationships: Network Principal, Network Team, Site Principal/Head of Campus, Administration Teams, Teaching and Non-Teaching staff, families and young people at the school.

External Relationships: Members of the School Community, Catholic Education Northern Territory (CENT), Edmund Rice Education Australia Flexible Schools.

Education, Training & Experience:

- Current and full registration with the Psychology Board of Australia (APHRA);
- Area of practice endorsement – educational and developmental psychology and/or clinical psychology and/or counselling psychology;
- Experience in working with young people disenfranchised for mainstream education;
- Experience in trauma-based practice and support;
- Demonstrated understanding of the policies and procedures that guide the effective management of critical incidents in school communities;
- Experience of relationships with external agencies supporting the wellbeing of young people;
- Ability to work independently and with minimum supervision within a team environment;
- High time management and organisational skills;
- High level of interpersonal skills and initiative;
- Effective oral and written communication skills;
- Current driver's license;
- Applicable First Aid Certificate relevant to the role requirements;
- Current and acceptable Working with Children Clearance – OCHRE Card.

Duties and Responsibilities:

The School Psychologist reports to the Site Principal/Head of Campus and Network Principal and or delegate. Typical duties and responsibilities include but are not restricted to the following:

- Work in partnership and regularly meet with the Head of Wellbeing and Leaders of Teaching, Learning and Network NCCD Leaders to appropriately review cases, engaging other relevant members of the team as required.
- Apply comprehensive assessment processes to identify developmental, cognitive, emotional, behavioural, social and physical difficulties at individual and site level.
- Provide written educational psychologist reports for each young person, outlining any assessed developmental, cognitive, emotional, behavioural, social and physical difficulties outlining the relevant classroom adjustments required to accommodate that young person's learning and wellbeing.
- With approval from the school, support the creation, implementation, and managing of processes and procedures that meet best practices and all safeguarding requirements.
- Apply professional knowledge and professional judgement in the selection and adaption of evidence based interventions.
- Liaise with government and other non-government organisation in the provisions of services and establishing whole school referral processes to external services.
- Work in collaboration with Head of Wellbeing and Heads of Teaching and Learning to contribute appropriate processes and documentation pertaining to inclusive and diverse education, including students' Education Adjustment Plans (EAPs) and contributing to the school contributions for Nationally Consistent Collection of Data (NCCD), as required.
- Ensure privacy and confidentiality informs all components of the service provided, including record keeping.
- Provide flexibility to ensure appropriate levels of support are prioritised, for example immediate response to support critical incidents.
- Attend to home visits to engage with families where appropriate.
- Oversee the appropriate debrief/reflective processes occur following challenging or critical incidents/content, for the care of staff involved and to benefit continuous improvement.
- Appropriately advocate for services at SJCFCL School with a solution-focused approach
- Proactively identify, collect and collate effective data to inform continuous improvement and decision making.
- Research and implement the use of evidence-based assessments and interventions to manage risk.
- Consider and mitigate risks, including appropriate reporting channels, safety and wellbeing, public relations, and responding a timely manner.
- Provide confidential services for students by collecting background information, identifying issues, setting goals, implementing interventions (ie Trauma-focused CBT, cognitive restructuring and cognitive

processing therapy, exposure-based therapies, coping skills therapy, psychological first aid etc) and evaluating interventions.

- Be available to support students to resolve individual, peer group, social and emotional concerns.
- Work collaboratively with key wellbeing staff and other staff to ensure holistic wellbeing services.
- Engage and collaborate with families, students and other health practitioners to strengthen the home and school partnership to effectively support students.
- Refer students and their families to external agencies when further professional interventions are appropriate.
- Create and maintain effective working relationships with external agencies.
- Abide by and utilise legislative guidelines and Schools policies, procedures, and protocols particularly regarding Child Protection.
- Confidentially inform relevant staff of all mandated reports and appropriately provide information and/or confidential notes to inform relevant matters for parent, civil, police or governance follow-up.
- Implement workshops/small group sessions for students to proactively provide information and support in relevant areas, such as mental health and wellbeing, grief and loss, anger management and social skills.
- Provide professional support to staff in relation to their behavioural development and pastoral care roles.
- Assist with crisis intervention.
- Provide instruction in the classroom to assist with and initiate programs related to wellbeing, mental health, resilience, and other related topics.
- Maintain confidential, up to date documentation that is accurate and stored safely, confidentially, while adhering to privacy and ethical requirements.
- Prepare letters and reports as required by the school, families, and external agencies.
- Provide professional support to staff, families and learning environments in relation to their behavioural development and pastoral care roles.
- Maintain appropriate professional knowledge by attending professional development and actively participating in relevant network/professional groups, including confidential collaboration with other relevant services to maintain/share best practice.
- Engage with regular clinical supervision.

Other identified duties specific to the role in this Flexible Learning Centre:

- Carries out duties and tasks that may be reasonably assigned by the Site Principal and/or Network Principal from time to time.

Health, Safety & Quality:

- You are required to Undertake all duties in accordance with Oscar Romero Flexi Schools Network Quality Management System, policies and procedures and as outlined below;
 - Participating in Oscar Romero Flexi Schools Network Quality Management System and commitment to processes of continuous improvement activities, including auditing, surveys and needs analysis.
 - Maintaining a safe work environment in accordance with Oscar Romero Flexi Schools Network Work Health and Safety Policies and Procedures.
 - Assisting in the on-going maintenance of a safe workplace through involvement in the implementation of safe systems of work in accordance with Oscar Romero Flexi Schools Network Work Health and Safety Policies and Procedures.
 - Participating in mandatory Health and Safety training sessions.
 - Identifying and reporting hazards in the workplace.

Please Note: Edmund Rice Education Australia Flexible Schools Ltd. is committed to ensuring the safety, wellbeing and dignity of all children and young people. All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures.

Job Description Acceptance

I, (print name): have received, reviewed and fully understand the Job Description for a School Psychologist. I further understand that I am responsible for the satisfactory execution of the essential functions described herein.

Signature: Date: / /