

**DEPARTMENT OF EDUCATION WESTERN AUSTRALIA
JOB DESCRIPTION FORM**

School Education Act 1999	Salaries/Agreement/Award Government School Teachers and School Teachers Award 1993; School Education Act Employees (Teachers & Administrators) General Agreement 2011 or as replaced	
Group: Schools	Effective Date of Document 14 October 2014	
Directorate: Education Regions		
Branch: Schools		
Section:		

THIS POSITION

Title: Lead School Psychologist

Classification: Lead School Psychologist

Position No: Generic

Positions under direct responsibility

Title:	Classification:	Position No:	Number of FTE's Controlled:
School Psychologist	1.1 – SPY 1/2	Various	

REPORTING RELATIONSHIPS

TITLE: Deputy Director General Schools

LEVEL: Group 2 Max

POSITION NUMBER: 00018864

TITLE: Regional Executive Director

LEVEL: Various

POSITION NUMBER: Various

This position is professionally accountable to the Manager, School Psychology Service.

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CONTEXT

The Department of Education is Western Australia's largest employer with approximately one third of the Government workforce in some 800 worksites across the State. The Department's annual budget is approximately \$4.5 billion.

The major objectives of the Department are to achieve excellence in the public school system and to provide access for all Western Australian students to a quality education irrespective of their background or geographical location.

The Department is committed to achieving these objectives by:

- attracting and retaining a highly skilled and capable workforce
- supporting all learners to achieve their full potential, including those with special educational needs and interests
- ensuring all public schools maintain excellence in the quality of education and the teaching and learning environment.

The principles underpinning the Department's objectives for the public school system in Western Australia are:

- working collaboratively to achieve outcomes
- accepting responsibility and accountability for the achievement of outcomes
- enabling flexible, innovative and diverse work practices
- promoting confidence in the professional judgement of the Department's staff.

The Department operates within a framework of principles and values that are applied in all decision-making contexts. These are:

- a culture of learning and excellence
- an expectation of accountability and action
- a commitment to partnerships, professional collaboration and stakeholder involvement
- an environment in which diversity and equity are valued.

Further context about the particular school or college in which the vacancy is being advertised is available on the Department's website. Please visit

<http://www.det.wa.edu.au/schoolsonline/home.do> and enter the school or college name in the *Find a School* field.

The Department's School Psychology Service provides specialist support to public schools in the areas of student behaviour, learning and mental health and wellbeing.

The School Psychology Service provides specialist psychological assessment, intervention and consultation services:

- at the individual, group, whole-school and system levels
- proactively and responsively
- directly and indirectly.

Services are provided in the areas of:

- behaviour management, including violence and bullying
- student learning and motivation
- student mental health and wellbeing
- emergency and critical incident management
- child protection.

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The Department's School Psychology Service employs over 250 school psychologist FTE and has a large percentage of part-time school psychologists providing flexible and practical services to schools and students.

School psychologists, including those employed by Independent Public Schools are professionally accountable to Lead School Psychologists.

ROLE

The Lead School Psychologist's practice is guided and directed by Departmental policies and guidelines and the Psychology Board of Australia's professional standards.

The Lead School Psychologist:

- provides leadership and access to professional support and learning for all school psychologists, including ensuring professional supervision for provisionally registered psychologists to achieve standards outlined in the *Competency Framework for School Psychologists*
- assures the quality of school psychologists' practice meets the professional standards of the Department and the Psychology Board of Australia
- leads in the provision of contemporary psychological practices
- ensures effective deployment of school psychologists and access to specialist school psychology resources
- demonstrates exemplary skills and influences the system and the school psychology profession
- provides direct advice to the Regional Executive Director, network principals, principals and the system in the assessment and response to complex issues and/or situations, including emergency and critical incident management
- provides leadership in the development and implementation of appropriate programs, interventions and evaluations at the school community, network, regional and systemic level, including facilitation of systemic change
- provides critical evaluation on issues impacting on the School Psychology Service
- ensures compliance with processes and procedures for monitoring, record keeping and reporting
- encourages and initiates consultative and collaborative intra and inter-agency partnerships
- monitors and manages staff leave entitlements to ensure accrued leave is cleared within a reasonable timeframe and in accordance with relevant awards, agreements and Departmental policy
- manages staff performance in accordance with the Public Sector Performance Management Standard and Departmental policy.

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OUTCOMES

1. School psychologists achieve the relevant standards of the *Competency Framework for School Psychologists* with provisionally registered psychologists receiving professional supervision as required by the Psychology Board of Australia.
2. Quality assurance and performance management processes are in place for all school psychologists.
3. Highly complex and critical situations, including emergencies and critical incidents, are managed according to contemporary psychological practice.
4. Effective psychology services and programs to address student, school and system-wide needs are developed and implemented.
5. School Psychology Service records and data are maintained and analysed to inform service delivery.
6. Strategic intra and inter-agency partnerships are developed and respond to the needs of the school.
7. Systemic direction and School Psychology Service provision is determined by critical evaluation and feedback.
8. Accrued leave of staff is managed effectively.
9. Performance management and development is delivered effectively.

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.

The criteria align with Phase 3 described in the *Competency Framework for School Psychologists*.

1. Demonstrated highly-proficient skills and the application of scientific practitioner models that contribute to system-level understandings and decision making.
2. Demonstrated application of exemplary specialist knowledge and skills and the provision of leadership in the development of programs and interventions.
3. Demonstrated ability to clarify and communicate complex concepts and provide feedback and critical evaluation on the school psychology profession, system policy, direction and operation.
4. Demonstrated leadership of strategic partnerships to build capacity, influence systemic policy and undertake interventions and prevention programs.
5. Demonstrated leadership and engagement in a variety of professional activities that indicate critical self-reflection, flexibility, exemplary practice and the development of learning communities.

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ELIGIBILITY

Employees will be required to:

- hold general registration with the Psychology Board of Australia and be eligible to be employed as a School Psychologist in Western Australia;
- have achieved Advanced Skills School Psychologist status;
- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment; and
- obtain or hold a current Working with Children Check.

TRAINING

Employees will be required to:

- complete the Department's induction program within three months of commencement;
- complete any training specific to this role required by Departmental policy; and
- complete the Department's training in Accountability and Ethical Decision-Making within six months of appointment.

CERTIFICATION

The details contained in this document are an accurate statement of the duties, responsibilities and other requirements of the position.

ENDORSED

DATE 14 October 2014

TRIM REF # D14/0465433