

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

School Education Act 1999	Salaries/Agreement/Award Teachers (Public Sector Primary and Secondary Education) Award 1993; School Education Act Employees (Teachers & Administrators) General Agreement 2014 or as replaced	
Group:	Schools	Effective Date of Document 22 January 2018
Division:	Statewide Services	
Directorate:	Student Support Services	
Branch:	Disability Services and Support	

THIS POSITION	
Title:	School Psychologist Consultant
Classification:	School Psychologist (At Level 2.1 to SPSY2)
Position No:	Generic
Positions under direct responsibility: Nil	

REPORTING RELATIONSHIPS		
TITLE:	Manager, Disability	
LEVEL:	8	
POSITION NUMBER:	00036309	
TITLE:	Lead School Psychologist	
LEVEL:	Lead School Psychologist	
POSITION NUMBER:	00037149	
This position and the positions of:		
Title:	Classification:	Position No:
Various		

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CONTEXT

The Department of Education is Western Australia's largest public sector employer with approximately 45,000 staff or one third of the Government workforce in around 800 worksites.

We provide a system of public schools in which our aim is to ensure that every school is a good school, every teacher is effective and every student is successful.

The Department's other key responsibilities include:

- regulation of non-government schools in accordance with Part 4 of the School Education Act 1999
- administration of state funding to non-government schools
- higher education policy and planning
- legislative reviews
- providing secretariat services to the Teacher Registration Board of Western Australia, the Training Accreditation Council and the School Curriculum and Standards Authority.

The principles underpinning the Department's operations 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.

All Department actions are guided by four core values: Learning, Excellence, Equity and Care.

For further information, please visit: <https://www.education.wa.edu.au/web/our-organisation/home>.

The Statewide Services Division is responsible for central portfolios that deliver support services to students and schools across the State to improve educational outcomes for all students. This includes closely collaborating with regions to ensure there is a state-wide integration of support to schools and students delivered through regional networks, providing policy advice, allocating resources, and monitoring programs and services to ensure high standards.

The Student Support Services Directorate is responsible for the delivery of integrated, state-wide services for networks, schools and teachers that support the engagement and wellbeing of every student.

Services and support delivered through the Disability Services and Support Branch provide strategic management and coordination of policy, resourcing, services and support for students with disability. The Disability Services and Support Branch is located within the Student Support Services Directorate, and part of Statewide Services.

Goals of the Branch include:

- all students with disability have access to a program aligned with their learning needs
- all students with disability are able to participate in the full school experience
- all students with disability transition into meaningful post school options
- there are demonstrable improvements in standards of achievement for students with disability
- parents/families and other stakeholders have high levels of satisfaction with the education provided for students with disability.

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ROLE

The School Psychologist Consultant:

- works with members of other teams in Statewide Services on shared priorities and initiatives to deliver integrated services and support to schools, teachers and/or students to maximise the educational and psychosocial outcomes of students
- facilitates collaboration between the Lead School Psychologists, schools and branches in Student Support Services and Teaching and Learning Services Directorates as well as external agencies in supporting the development of specific intervention programs for students with complex educational needs
- provides strategic advice on the management of issues to the Manager
- liaises with Lead School Psychologists and School Psychologists on complex issues of assessment and/or intervention
- supports and facilitates processes to assist schools to develop professional understandings and interventions in supporting students with disability and complex learning and wellbeing issues
- supports and facilitates processes within the Student Support Services Directorate to assist educational leaders identify and develop teaching and learning strategies to support the wellbeing of students
- develops and maintains collaborative working relationships and liaises with external agencies to provide support models of service delivery that assists students in schools with complex educational needs
- works collaboratively with other teams to build capacity and sustainability in schools for positive learning adjustment and wellbeing approaches through the use of data and reflective practices
- identifies risks, that may include one or more of the following: behaviour, attendance, mental health, disability and complex learning and wellbeing issues, using contemporary psychological practices and assists with case management processes in the formulation of effective support for individual students
- maintains, analyses and interprets records and data to inform service delivery.

The role requires a scientist-practitioner approach in providing high-level consultation, evidence-based assessment and interventions within an organisational change model.

Responsibilities are carried out in accordance with relevant legislation, Departmental policies, guidelines and initiatives, negotiated industrial awards and agreements, and regional planning and priorities. The work of the School Psychologist Consultant is guided by the *Competency Framework for School Psychologists*.

School Psychologist Consultants adhere to the Psychology Board of Australia Code of Ethics and Guidelines. Legislation impacting on this position includes the *Health Practitioner Regulation National Law (WA) Act 2010*, *School Education Act 1999*, the *Education Act Regulations 2000* and the *Curriculum Council Act 1997*.

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OUTCOMES

1. Processes and procedures for providing high-level psychology services are carried out in accordance with relevant legislation, Departmental policies and guidelines.
2. Strategic advice is provided to the Manager on the management of one or more of the following: behaviour, attendance, mental health, disability and complex learning and wellbeing issues.
3. Lead School Psychologists and other internal and external stakeholders are provided with high-level support to manage complex cases.
4. Effective support service delivery practices are developed and implemented state-wide for diverse student populations.
5. Student learning, behaviour, mental health and psychological needs are assessed within an ecological, functional and educative framework.
6. Student outcomes are optimised by the development of appropriate prevention, intervention and response strategies which take into account the educational, learning and wellbeing needs of students.
7. Highly complex situations are managed in accordance with contemporary psychological and pedagogical practice in liaison with external agency input.
8. Multi-disciplinary and interagency partnerships are supported to respond to the needs of school communities.
9. Records and data are maintained, analysed and interpreted to inform service delivery.

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 high-level knowledge and experience in providing specialist consultation, evidence-based assessment and interventions within an organisational change model.
2. Demonstrated highly developed skills in applying specialist knowledge and the development and evaluation of contemporary approaches and interventions.
3. Demonstrated high-level ability to communicate and clarify complex concepts, provide feedback and critical evaluation of the management of complex and challenging issues.
4. Demonstrated high-level strategic leadership skills and ability to build capacity, influence systemic policy and undertake interventions and prevention programs and assist schools to formulate and implement responses to address identified outcomes.
5. Demonstrated high-level experience in coordinating specialised support and in providing appropriate professional learning to a variety of audiences.
6. Demonstrated high-level oral, written and interpersonal skills with the ability to work independently and as part of an interdisciplinary team and with a range of internal and external clients.

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ELIGIBILITY

Employees will be required to:

- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment; and
- obtain or hold a current Working with Children Check; and
- hold an appropriate degree or equivalent qualification which entitles general registration with the Psychology Board of Australia (PsyBA); and
 - hold a recognised qualification in teaching (minimum one year); or
 - have undertaken a minimum placement of 40 days in the school education sector as part of higher degree studies in psychology; or
 - have worked a minimum of three years full-time (or equivalent part-time) as a school psychologist (or equivalent position).

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 Accountable 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 22 January 2018
TRIM REF #D18/0463861