

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

<b>School Education Act 1999</b>	<b>Salaries/Agreement/Award</b> Teachers (Public Sector Primary and Secondary) Award 1993; School Education Act Employees (Teachers & Administrators) General Agreement 2014 or as replaced	
<b>Group:</b>	<b>Schools</b>	<b>Effective Date of Document</b> 6 November 2015
<b>Region:</b>	<b>Education Regions</b>	
<b>School:</b>	<b>Schools</b>	

**THIS POSITION**

**Title:** School Psychologist

**Classification:** 1.1 – SPS Y2

**Position No:** Generic

**Positions under direct responsibility:** Nil

**REPORTING RELATIONSHIPS**

**TITLE:** Regional Executive Director  
**LEVEL:** Various  
**POSITION NUMBER:** Various

**TITLE:** School Principal  
**LEVEL:** Various  
**POSITION NUMBER:** Various

**This position and the positions of:**

**Title:** Various                      **Classification:**                      **Position No:**

This position is professionally accountable to a Lead School Psychologist.

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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 students and staff of public schools in the areas of mental health and wellbeing, student behaviour, and learning.

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

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

Services are provided in the areas of:

- behaviour management
- learning and motivation
- mental health and wellbeing
- emergency and critical incident management
- change management and organisational development, including professional learning for school staff, parents and caregivers.

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The Department's School Psychology Service employs over 250 school psychologist FTE in a range of educational settings, providing proactive and responsive psychological services to school communities.

The Department's *Competency Framework for School Psychologists* addresses the complex work of the school psychologist by outlining four professional elements of school psychologists' work:

- Key principles – the principles that guide all practice in school psychology
- Professional attributes – the underpinning values, beliefs and skills that form the base from which the school psychologist operates
- Professional knowledge – the psychological, educational, legislative and policy understandings required for day-to-day practice as a school psychologist
- Professional practice – the competency standards for effective practice for school psychologists, represented through five dimensions and across three phases along a continuum of school psychology practice.

While the phases of competency development described within the *Competency Framework for School Psychologists* are dynamic and not related to length of service, it is expected that school psychologists with provisional registration will be working to achieve the critical elements associated with the five dimensions of the school psychologists work at Phase 1.

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

## ROLE

With a focus on areas of psychology including educational, organisation and clinical, the School Psychologist uses a scientist practitioner approach. The School Psychologist provides psychological services and evidence-based assessments and interventions in mental health and well-being, behaviour, risk and critical incident management, learning and disability.

School psychologists with provisional registration are responsible for:

- delivering direct psychological service to identified clients, under the supervision of a Psychology Board of Australia approved supervisor
- applying psychological skills and knowledge to improve mental health, learning and behavioural outcomes for students in collaboration with school personnel, parents, caregivers and other agencies
- assisting with the development and implementation of school-based student support services and programs
- operating as a member of a collaborative and coordinated student services team
- assisting schools to maximise the educational and psycho-social outcomes of individuals and groups of students
- supporting and facilitating organisational change
- providing psychological services to school communities affected by critical issues/incidents
- maintaining records consistent with Department and Psychology Board of Australia requirements.

School psychologists with general registration are responsible for:

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- delivering direct psychological service to identified clients
- applying psychological skills and knowledge to improve mental health, learning and behavioural outcomes for students in collaboration with school personnel, parents, caregivers and other agencies
- assisting with the development and implementation of school-based student support services and programs
- operating as a member of a collaborative and coordinated student services team
- assisting schools to maximise the educational and psycho-social outcomes of individuals and groups of students
- supporting and facilitating organisational change
- providing psychological services to school communities affected by critical issues/incidents
- maintaining records consistent with Department and Psychology Board of Australia requirements.
- peer support and mentoring of colleagues
- supervision of provisionally registered psychologists (Psychology Board of Australia approved psychologists only).

Senior School psychologists are required to perform duties and responsibilities including:

- an effective contribution to the leadership of developing, implementing and evaluating relevant areas of school psychology practice
- an effective contribution to leadership of school psychology in the region and/or schools including identification, development, planning and implementation of priorities and formal decision making processes
- overseeing the implementation and management of specialist programs or policies
- supervision of provisionally registered psychologists, mentoring, peer support, providing consultation to other school psychologists regarding effective practice psychological support for schools and resource development
- other duties as identified by the employer which arise out of the priorities identified by the Department.

Allocation of duties will be negotiated with the line manager and take into consideration workload implications.

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

School Psychologists 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*.

## OUTCOMES

1. Effective systematic student support services and programs to address student, school and system-wide needs are developed and implemented.
2. Student outcomes are maximised by the development of appropriate intervention and response strategies which take into account the educational, behavioural and psychosocial needs of students.

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3. Multi-disciplinary student services teams and inter-agency partnerships are in place to respond to the needs of the school community.
4. Comprehensive system, school and student records and information are maintained to ensure appropriate assessment, evaluation, monitoring and reporting of student and school community needs.
5. Complex and critical situations, including emergencies and critical incidents are managed according to contemporary psychological practice.
6. Provisionally registered psychologists receive high quality supervision by Psychology Board of Australia approved supervisors.

### **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 ability to implement school psychology services and programs in an educational environment to maximise student learning outcomes.
2. Demonstrated knowledge of the implementation and evaluation of a variety of psychological approaches appropriate for individual, group and system-level intervention.
3. Demonstrated high level written and oral communication skills, demonstrating the capacity to produce correspondence, reports and case notes, and interview and training (facilitation) skills.
4. Demonstrated interpersonal skills, which demonstrate an ability to function in a self-directed way, and as a member of an interdisciplinary team, working with a range of clients across the lifespan, Department personnel and inter-agency partners across a variety of contexts.
5. Demonstrated ability to apply analytical and conceptual skills to issues identification, risk assessment and analysis, intervention and evaluation.

### **ELIGIBILITY**

Employees will be required to:

- hold an appropriate degree or equivalent qualification which entitles provisional or general registration with the Psychology Board of Australia;
- hold a suitable tertiary qualification in Education;
- 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;

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- 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 6 November 2015**  
**TRIM REF # D15/0441959**