



School Psychologist Consultant

Alternative Learning Placement Team

Position number	00039530
Agreement	The School Education Act Employees' (Teachers and Administrators) General Agreement 2017 or as replaced
Classification	School Psychologist (At Level 2.1 to SPSY2)
Reports to	Program Coordinator - Engagement (School Administrator Level 3)
Direct reports	Nil

Context

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

The Alternative Learning Placement Team is responsible for:

- identification and liaison with services/pathways available in regions for students excluded or at risk of being excluded
- brokerage of suitable alternative educational options
- the transition process of students into new environments
- development and implementation of risk management plans and strategies.

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Key responsibilities

- 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, regions and Statewide Services 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 Program Coordinator
- 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 excluded or at risk of being excluded
- supports and facilitates processes 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 excluded or at risk of being excluded
- 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*.

Selection criteria

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.

Eligibility and training requirements

Employees will be required to:

- 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
 - hold a Graduate Diploma in School Psychology (or equivalent); 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).
- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment
- obtain or hold a current Working with Children Check
- complete the Department's induction program within three months of commencement
- complete any training specific to this role required by Departmental policy
- 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 responsibilities and other requirements of the position.

ENDORSED

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