

**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 Education) Award 1993; The School Education Act Employees (Teachers & Administrators) General Agreement 2017 or as replaced	
<b>Group:</b> Schools	<b>Effective Date of Document</b> 06 July 2018	
<b>Region:</b> Education Regions		

**THIS POSITION**

**Title:** Lead School Psychologist

**Classification:** Lead School Psychologist

**Position No:** Generic

**Positions under direct responsibility:**

<b>Title:</b>	<b>Classification:</b>	<b>Position No:</b>	<b>Number of FTE's Controlled:</b>
School Psychologist	Various	Various	

**REPORTING RELATIONSHIPS**

**TITLE:** Deputy Director General Public Schools Operations and Support  
**LEVEL:** Special Division Band 3  
**POSITION NUMBER:** 00018864

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

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

TITLE	CLASSIFICATION	POSITION NO.	EFFECTIVE DATE
Lead School Psychologist	Lead School Psychologist	Generic	06 July 2018

## 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>.

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 is responsible for providing specialist support to public schools in the areas of student behaviour, learning and mental health and wellbeing 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.

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

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

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

<b>TITLE</b>	<b>CLASSIFICATION</b>	<b>POSITION NO.</b>	<b>EFFECTIVE DATE</b>
Lead School Psychologist	Lead School Psychologist	Generic	06 July 2018

## **ROLE**

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, principals and the system in the assessment and response to complex issues and 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:

- 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
  - 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).

Employees are required to have achieved Advanced Skills School Psychologist status for permanent appointment to this 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 06 July 2018**

**TRIM REF # D18/0296508**