



## Lead School Psychologist Education Regions

<b>Position number</b>	Generic
<b>Agreement</b>	School Education Act Employees' (Teachers and Administrators) General Agreement 2021 or as replaced
<b>Classification</b>	Lead School Psychologist
<b>Reports to</b>	Director of Education
<b>Direct reports</b>	School Psychologist

### Context

The Department is the biggest employer of psychologists in Western Australia. 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.

School psychologists apply their psychological and educational expertise to support students to achieve academic success, psychological health and social and emotional wellbeing. They work in a range of educational settings, providing proactive and responsive psychological services to public schools in the areas of:

- mental health and wellbeing;
- disability;
- behaviour;
- learning and motivation;
- incident management; and
- change management and organisational development.

Psychological assessment, diagnosis, intervention and consultation services are delivered:

- at the individual, group, whole school and system levels; and
- directly and indirectly, including professional learning for school staff, parents and caregivers.

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 directly by schools, are professionally accountable to lead school psychologists.

This position is professionally accountable to the Chief Psychologist.

Visit [education.wa.edu.au](http://education.wa.edu.au) to find out more information about the Department of Education.

### **Key responsibilities**

- Provide 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.
- Assure the quality of school psychologists' practice meets the professional standards of the Department and the Psychology Board of Australia.
- Lead in the provision of contemporary psychological practices.
- Ensure effective deployment of school psychologists and access to specialist school psychology resources.
- Demonstrate exemplary skills and influences the system and the school psychology profession.
- Provide direct advice to the Director of Education, principals and the system in the assessment and response to complex issues and situations, including emergency and critical incident management.
- Provide 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.
- Provide critical evaluation on issues impacting on the School Psychology Service.
- Ensure compliance with processes and procedures for monitoring, record keeping and reporting.
- Encourage and initiate consultative and collaborative intra and inter-agency partnerships.
- Monitor and manage staff leave entitlements to ensure accrued leave is cleared within a reasonable timeframe and in accordance with relevant awards, agreements and Department policy.
- Manage staff performance in accordance with the Public Sector Performance Management Standard and Department policy.

### **Selection criteria**

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.

### **Eligibility and training requirements**

Employees will be required to:

- hold or be eligible for general registration with the Psychology Board of Australia.
- 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 3 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 6 months of appointment
- complete the Department's Aboriginal and Torres Strait Islander cultural awareness online course within 3 months of commencement.

Employees are required to have achieved Advanced Skills School Psychologist status for permanent appointment to this position.

### **Certification**

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

### **ENDORSED**

Date            25 October 2022  
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