



School Psychologist Schools

Position number	Generic
Agreement	School Education Act Employees' (Teachers and Administrators) General Agreement 2019 or as replaced
Classification	1.1 – SPS Y2
Reports to	School Principal
Direct reports	Nil

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.

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 directly by public schools are professionally accountable to a lead school psychologist.

Visit education.wa.edu.au to find out more information about the Department of Education.

Key responsibilities

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:

- 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*.

Selection criteria

1. Demonstrated ability to implement 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 highly developed 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 and training requirements

Employees will be required to:

- hold or be eligible for provisional or 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 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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