



## ROLE DESCRIPTION

### Position Details

<b>Title:</b>	Psychologist
<b>Reports to:</b>	Senior Psychologist
<b>Office Location (primary)</b>	Catholic Education Office Ballarat

### Organisational Context

The Catholic Education Office Ballarat (CEOB) is a community of staff gathered in Jesus' name to establish a clear vision to guide the Catholic education community now and into the future. Catholic Education in the Diocese of Ballarat has its foundation in communities of believers who have made their education system a place of welcome and who reach out to nurture all God's people.

All employees are invited to build upon this foundational belief through the personal expression of their work and by demonstrating a commitment towards helping to achieve the Vision and Mission of the Diocesan Education Community.

#### **OUR VISION**

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

#### **OUR MISSION**

We journey towards this vision through:

- proclaiming and witnessing the Good News of Jesus Christ;
- ensuring quality learning that promotes excellence and fosters the authentic human development of all;
- living justly in the world, in relationship with each other and in harmony with God's creation;
- exploring, deepening and expressing our Catholic identity in diverse ways;
- enabling each one of us to reflect more fully in the image of God.

## Delegations

*The Director of Catholic Education (who is also the Chief Executive Officer of DOBCEL) acts:*

- with a delegation from the Bishop in the organisational, administrative, support and service matters related to all 64 Catholic schools within the Diocese.
- with a delegation from the Diocese of Ballarat Catholic Education Limited (DOBCEL) in the leadership, oversight and management of DOBCEL Schools and CEOB, the appointment, supervision and performance management of principals of DOBCEL schools and CEOB staff.

Delegations to other staff within the Catholic Education Office are defined in the relevant DOBCEL or CEOB policy, procedure or role specification and should be observed at all times.

## Purpose of the Role

The Psychologist works as part of a multidisciplinary team focusing on students who are disengaged, or at risk of disengaging with their education. This role will act as a resource to support the Students, Staff, Parents and the learning and teaching by:

- provide psychometric assessments and interventions for students
- developing the capacity of staff in the educational setting to respond effectively to students whose learning and development is being compromised
- working directly with teachers in classrooms to provide support to individual/groups of students
- supporting teaching staff to develop individual learning and behaviour/safety plans which enhance educational outcomes for students
- the provision of timely advice, information and direction on flexible learning pathways and equipment (resources) to support learning
- responding to and effectively addressing teacher and parents' concerns regarding barriers to learning;
- enhancing and promoting student and staff wellbeing.

## Key responsibilities

In collaboration with school staff and other members of the multidisciplinary team, the Psychologist will engage in:

### **Primary Intervention**

- foster effective organisational processes that encourage a whole-school approach to educational programs, student wellbeing and behaviour management;
- assist teachers to implement effective student behavioral, learning & inclusive practices;
- consult with relevant staff on matters that relate to the educational, social and psychological development of students;
- provide and/or facilitate staff development programs in the areas of cognitive, educational, emotional, behavioural and social development;
- develop the ability of teachers to identify students 'at risk';
- advocate for students with diverse needs.

### **Early Intervention**

- facilitate targeted classroom and group programs to minimise the impact of identified risk factors for students, e.g. social skills training, anger management, etc;
- consult with teachers and parents regarding early intervention activities in the classroom, at home and where appropriate, provide and/or recommend relevant programs;
- be a resource for teachers dealing with students who have been identified as 'at risk' of developing learning, social, behavioural and emotional difficulties;
- provide secondary consultation regarding therapy and programs for individuals and groups for a range of mental health, emotional and family issues;
- provide professional learning and information to build capacity of schools and families to improve students' learning and developmental outcomes.

### **Intervention**

- observe students in the teaching environment in order to identify barriers preventing learning, to help identify appropriate intervention strategies, and then to evaluate the efficacy of the interventions;
- consulting with other professionals on details of cases and learning plans;
- respond to and assist schools and the organisation in response to critical incidents and emergencies;
- undertake educational and psychological assessment and diagnoses in relevant areas of child and adolescent development;
- developing interventions in response to the diagnoses;
- diagnosis requiring analysis and synthesis of multiple psychometric measures and additional information in accordance with the diagnostic criteria as set out in DSM- V;
- writing reports and professional letters;
- consult with and provide feedback to staff, parents and students;
- collect, collate and maintain student information and records to meet legislative and system requirements to inform research and policy development.

### **Other**

Carry out all other duties that are within the limits of the employee's skill, ability, competence and training, and the requirements of the role as may be directed from time to time.

## Partnering and Communication

This role will ensure effective networks of communication are established and maintained to:

- promote a culture of collaboration and sharing;
- ensure the Catholic Education Office staff is informed of any matters requiring support or attention;
- ensure schools are provided with high-quality integrated support in response to identified needs;
- facilitate effective working relationships between schools and the Catholic Education Office;
- communicate with other service areas within the CEO to ensure effective relationships with schools are maintained.

## Performance and Professional Development

This role will:

- participate in regular conversations with and take direction from the Senior Psychologist and Leader of Wellbeing;
- participate in regular supervision as directed or required;
- participate in regular team meetings and committee meetings as required;
- model appropriate language and behaviour at all times when representing the Catholic Education Office;
- be committed to continuous professional learning;
- develop and deliver systemic professional learning as required;
- complete all mandatory training as required by Catholic Education Office Ballarat.

## Occupational Health and Safety

*CEOB must provide and maintain a working environment that is safe and free of risks to health, so far as is reasonably practicable. To achieve this all CEOB employees must, so far as is reasonably practicable:*

- take reasonable care for their own health and safety;
- take reasonable care for the health and safety of others who may be affected by their acts or omissions;
- cooperate with anything the CEOB does to comply with OHS requirements;
- neither intentionally nor recklessly interfere with or misuse anything provided at the workplace to support health, safety and welfare;
- report all injuries, accidents, incidents or unsafe conditions in the workplace;
- work constructively and co-operatively and consult with elected Health and Safety Representatives in regard to workplace OH&S changes and issues;
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity.

## Safeguarding of Children and Young People

*The Catholic Diocese of Ballarat is committed to providing a safe environment for people of all ages, with special concern for children and young people.*

This role must:

- adhere to the DOBCEL Safeguarding Children and Young People Code of Conduct
- have a demonstrated understanding of and commitment to all aspects of child safety legislative requirements including, but not limited to, Ministerial Order 870;
- maintain knowledge of the mandatory requirements and professional standards associated with the safeguarding of children and take appropriate action when required;
- comply with all DOBCEL and Catholic Education Commission of Victoria (CECV) child safeguarding policies and practices;
- complete as a minimum, all mandatory competencies/training.

## Skills and capabilities

To be successful in this role competence in the following skills and capabilities is required:

- conducting psychometric assessments
- analysis and interpretation of psychometric and educational data;
- facilitation skills
- working strategically to bring improvement, innovation and change to the quality of educational outcomes;
- ability to work across a range of school settings;
- an ability to develop the capacity of school staff to adapt learning programs across the education setting;
- skills in coaching, mentoring, communication, relationship building, and conflict resolution.

## Mandatory Requirements

- a deep understanding of and commitment to the ministry of leadership in Catholic education
- current AHPRA accreditation as a Psychologist;
- A working knowledge and understanding of evidence-based interventions
- A knowledge of school structures and the role of the psychologist in improving student outcomes;
- A minimum of three years' experience working in education or a similar environment;
- Current Victorian Driver's License.