



POSITION TITLE	Psychologist
CLASSIFICATION:	Psychologist Grade 2
TEAM LEADER:	Leader Wellbeing
DATE:	February 2021

Organisational Tradition and Context

The Diocese of Ballarat Catholic Education Ltd (DOBCEL) operates Schools in a diverse and geographically extensive diocese which covers the west of Victoria, extending from the Murray River in the North to the Southern Ocean in the South. The Diocese of Ballarat is a place of natural, communal and economic diversity and education occurs in interwoven communities of learners gathered in Jesus' name. It has its foundation in communities of believers who have made their education system a place of welcome to reach out to nurture all God's people. Generations of diocesan clergy, religious congregations and lay people have endeavored to establish the flourishing educational communities that exist today, with each school an expression of our foundational belief that we are all created in the image of a loving God.

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.

All DOBCEL employees

Will make a meaningful contribution to Catholic Education through their work and help DOBCEL achieve:

- safe and respectful workplace and learning cultures where all are empowered to flourish;
- inclusive communities of employees that are responsive to the needs of our time and context;
- an inspired approach to leading and serving Catholic Education communities;
- best practice in Catholic Education which promotes authentic human development;
- collaborative engagement between our parish, parent, student, and local communities;
- excellence in the governance and stewardship of DOBCEL resources.

Diocese of Ballarat Catholic Education Limited (DOBCEL)

DOBCEL is a company limited by guarantee created to govern nominated Catholic schools in the Diocese of Ballarat.

The Executive Director of Catholic Education acts:

- with a delegation from the Bishop in the organisational, administrative, support and service matters related to DOBCEL Schools and DOBCEL Management;
- with a delegation from DOBCEL in the leadership, oversight and management of DOBCEL Schools and employees, including the appointment, supervision and performance management of all School Principals and DOBCEL Management employees.

Safeguarding of Children and Young People

DOBCEL is committed to providing a safe environment for people of all ages, with special concern for children and young people.

All DOBCEL employees must:

- conduct themselves in accordance with the DOBCEL Safeguarding Children and Young People Code of Conduct;
- read, and conduct themselves in accordance with, the CECV Commitment to Child Safety;
- read and maintain their knowledge of DOBCEL Child Safeguarding policies, procedures and reporting obligations;
- understand individual professional and behavioural expectations associated with the safeguarding of children and young people;
- take all appropriate action to reasonably protect children and young people;
- complete as a minimum, all mandatory competencies/training in understanding professional obligations in relation to the safeguarding of children and young people.

Purpose

The Psychologist works as part of a multidisciplinary team focusing on students who are disengaged, or at risk of disengaging with their education. This position will be part of the Wellbeing Team with the following major responsibilities:

- provide psychometric assessments and interventions for students;
- develop the capacity of staff in the educational setting to respond effectively to students whose learning and development is being compromised;
- work directly with teaching staff to provide support to individual/groups of students;
- support teaching staff to develop individual learning and behaviour/safety plans which enhance educational outcomes for students;
- provide timely advice, information and direction on flexible learning pathways and equipment (resources) to support learning;
- effectively address teacher and parent concerns regarding barriers to learning.

Key Responsibilities

Under the direction of the Leader Wellbeing this role will:

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 teaching staff dealing with students who have been identified as 'at risk' of developing learning, social, behavioural and emotional difficulties;
- provide consultation regarding therapy and programs for individual and student groups for a range of mental health, emotional and family issues;
- provide professional learning and information to build capacity of school staff 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;
- consult with other professionals on details of student cases and learning plans;
- respond to and assist Catholic Education Ballarat in response to critical incidents and emergencies;
- undertake educational and psychological assessment and diagnoses in relevant areas of child and adolescent development;
- develop interventions in response to the diagnoses;
- analysis and synthesis of multiple psychometric measures in accordance with the diagnostic criteria as set out in DSM- V;
- write 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 within the limits of the employee's skill, ability and competence, as may be directed from time to time.
- It is not the intention of this position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position.

- The accountabilities described within may be altered in accordance with the changing requirements of the role.
- The employee is expected to comply with and demonstrate a positive commitment to upholding all DOBCEL policies, procedures, and work instructions.

Partnering and Communication

All employees have a responsibility to ensure effective communication is maintained to:

- promote a culture of partnering and collaboration;
- ensure appropriate language and behaviour is demonstrated in every interaction;
- ensure timely support is offered and provided to identified needs;
- develop and maintain effective relationships with relevant internal and external stakeholders to build and enhance DOBCEL services;
- facilitate effective working relationships between DOBCEL schools and office employees;
- contribute towards creating a harmonious working environment and maintain effective team work and professional working relationships.

Performance and Professional Development

All employees have a responsibility to undertake continuous professional development to:

- participate in regular team meetings and committees as required;
- develop an individual development plan aligned to organisational and role priorities;
- participate in performance development and alignment conversations as required;
- complete all mandatory training required as an employee of DOBCEL;
- comply with all expected professional expectations and codes of conduct as outlined by DOBCEL or the relevant regulatory professional body;
- demonstrate the need to continually develop new skills and update knowledge appropriate to the role.

Health and Safety

DOBCEL is committed to providing a work environment that is safe and free of risks to health, so far as is reasonably practicable. To achieve this all employees must:

- 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 DOBCEL does to comply with OHS requirements;
- comply with all DOBCEL *Safe Working Procedures* at all times;
- use appropriate *Personal Protective Equipment (PPE)* as required;

- periodically update their employer about any medical condition they have that:
 - is life threatening or may require Emergency Services to be called;
 - could impact on their ability to perform their duties;
- complete occupational health and safety training courses as required and participate in compliance briefings or inductions as directed;
- not intentionally or recklessly interfere with or misuse anything provided at the workplace to support health, safety and welfare;
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses etc.) to their employer;
- work co-operatively and consult with Health and Safety Representatives to resolve workplace safety 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.

Skills and Capabilities

To be successful in this role the employee needs to have the following skills and capabilities:

- conduct psychometric assessments;
- analyse and interpret psychometric and educational data;
- facilitate meetings;
- work strategically to bring improvement, innovation and change to the quality of educational outcomes;
- work across a range of school settings;
- develop the capacity of school staff to adapt learning programs across the education setting;
- coach, mentor, communicate, build relationships, and resolve conflict.

Mandatory Requirements

The following are requirements for this position:

- a commitment to work within and align to the DOBCEL Vision and Mission;
- current AHPRA accreditation as a Psychologist;
- a minimum of three years' experience working in education or a similar environment;
- 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 current Victorian or National Police Check
- a current Working with Children Check (if not VIT registered)
- a current Victorian Driver's License