

Role Description

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT

POSITION TITLE: Psychologist

TEAM LEADER: Leader: Wellbeing

TEAM: Wellbeing

DATE: July 2023

Organisational Tradition and Context

Diocese of Ballarat Catholic Education Limited (DOBCEL) is the governing authority for 58 DOBCEL Primary and Secondary schools and provides support to a further 6 Diocesan Secondary Colleges across Western Victoria from the Murray to the sea.

At the heart of Catholic Education in the Diocese of Ballarat is our focus on educating the whole person and the fullness of life for all. As a part of our team, you will have the opportunity for a meaningful career, contributing positively to school communities and the lives of our future generations.

Catholic Education Ballarat is committed to the safety, wellbeing and protection of all children and young people in its care.

DOBCEL is an equal opportunity employer. We value a diverse and inclusive workplace representative of the wider communities in which we operate.

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.

Role 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 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;

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- 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

It is not the intention of this role description to limit the scope or accountabilities of the position but to highlight the most important aspects. The accountabilities described may be periodically altered in accordance with changing organisational needs.

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 the capability 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.

Skills and Capabilities

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

- conducting psychometric assessments;
- analysis and interpretation of psychometric and educational data;
- report writing;
- 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.

Key Selection Criteria

- demonstrated understanding of how Catholic ethos and principles would inform the work of a psychologist;
- demonstrated capability to conduct psychometric assessments, analyse and interpret psychometric and educational data;
- ability to foster effective processes that encourage whole-school approaches to educational programs, student wellbeing and behaviour management;
- ability to promote a culture of collaboration high level interpersonal and communication skills.

Essential 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;
- current Victorian or National Police Check;
- current Working with Children Check (if not VIT registered);
- current Victorian Driver's Licence.

Responsibilities of all Catholic Education Ballarat Employees

Safeguarding of Children and Young People

All DOBCEL employees must:

- conduct themselves in accordance with the DOBCEL Safeguarding Children and Young People Code of Conduct and the CECV Commitment to Child Safety;
- take all appropriate action to reasonably protect children and young people, including being aware of all mandatory reporting obligations.

Health and Safety

DOBCEL is committed to providing a work environment that is safe and free of risks to health.

To achieve this all employees must:

- take reasonable care for their own health and safety and the safety of others;
- provide all relevant information regarding any medical condition that may require Emergency Services to be called; or that could impact on their ability to perform their duties;
- not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace;
- report all hazards and incidents as required.

Partnering and Communication

All employees have a responsibility to demonstrate positive and effective communication.

To achieve this all employees must:

- promote a culture of partnering and collaboration;
- ensure appropriate and professional language is demonstrated in every interaction;
- provide timely support to maintain teamwork;
- maintain effective and professional relationships with all internal and external stakeholders.

Performance and Professional Development

All employees have a responsibility to undertake continuous professional development.

To achieve this all employees must:

- participate in regular team meetings as required;
- develop individual action and development plans, aligned to organisational and role priorities;
- participate in performance review processes 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 and professional body;
- continuously update knowledge appropriate to the role.

Policy

- All employees are expected to comply with and demonstrate a positive commitment toward upholding all DOBCEL policies, procedures, and work instructions.