

Role Description



POSITION TITLE:	Psychologist
TEAM LEADER:	Leader: Wellbeing
TEAM:	Wellbeing
DATE:	November 2021

Organisational Tradition and Context

Diocese of Ballarat Catholic Education Limited (DOBCEL) is a company limited by guarantee, created to govern 58 schools located across Western Victoria. DOBCEL and its administrative arm, Catholic Education Ballarat (CEB) work together to support the leadership of Catholic Primary and Secondary schools, to promote Catholic identity, to deliver quality learning, provide effective stewardship and nurture respectful and trusting relationships with the community.

The Executive Director of Catholic Education Ballarat acts with a delegation from the Bishop of Ballarat to organise, administer, support and service all matters related to DOBCEL Schools and Catholic Education Ballarat.

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 role works as part of a multidisciplinary team focusing on students who are disengaged, or at risk of disengaging with their education. This position is 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

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.

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.

Primary 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 DSMV;
- 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;
- the employee is expected to comply with and demonstrate a positive commitment to upholding all DOBCEL policies, procedures, and work instructions.

Skills & 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 and Selection Criteria

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;
- 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;
- hold a current Victorian or National Police Check;
- hold a current Working with Children Check (if not VIT registered);
- hold a 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.