

# Mental Health Practitioner

Classification:	CEMEA 2022, Education Support Services, Category B, Level 4 – subdivision dependent on experience (Social Worker or Mental Health Trained Occupational Therapist) CEMEA 2022, Education Support Services, Grade 1 – Grade 2 (Psychologist)
Employment Type:	Part time, fixed term contract
Reports to:	Inclusion and Diversity Leader (POL)
Direct Reports:	N/A

## Context

Sacred Heart College is a proud, dynamic, high performing school community with strong traditions, a rich history and a deep sense of community and welcome. Our Catholic identity is best exemplified through a program of education that encourages students and staff to pursue the Mercy values of compassion, justice, respect, hospitality, service and courage. The Sacred Heart Way is identified through actions that uphold and advance Catherine McAuley's vision of the lived Gospel, which is at the heart of our community.



*Strategy 2021 and Beyond* articulates our vision of educating girls in the Mercy tradition to make a difference in our changing world. Key elements of the strategy focus on opportunities to reimagine learning that enables members of our school community to be creative, self-directed and critical thinkers, who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

The Mental Health Practitioner operates as an integral member of the Mind Team within the Inclusion and Diversity network to support student wellbeing and engagement.



## Primary Purpose and Key Priorities of Position

The Mental Health Practitioner is responsible for the supporting the implementation of initiatives aimed at promoting and protecting student wellbeing through prevention, intervention, and working with students and families requiring support. The Mental Health Practitioner works as part of a team to empower and enable all students to flourish in an inclusive, engaging and mutually respectful environment, and drives initiatives that contribute to a model of proactive intervention.

Key responsibilities include but are not limited to:

- Partnering with students, families, key workplace participants and external agencies to enhance student mental health and wellbeing.
- Utilising professional theories and frameworks to conduct assessments to determine students' level of safety, barriers to learning, and best practice intervention programs.
- Using assessment tools and skills, as qualified, to support young people in their engagement with learning.
- Making decisions on intervention strategies including individual and collective counselling methodologies in line with College policy.
- Providing high level professional services in accordance with the practice standards of the Australian Association of Social Workers OR Psychology Board of Australia and within the parameters of the Colleges policies and procedures.
- Develop professional reports that contain inadept factual analysis, including assessments and recommendations.
- Supporting young people in classroom engagement.
- Partnering with the ID network to create educational resources and programs to support and upskill the College community as well developing and facilitating preventative programs for students.
- Analysing and evaluating student trends to provide evidence to assist in the planning of future initiatives.
- Providing crisis intervention to students when deemed at risk, preparing safety and therapeutic plans, and liaising with key stakeholders to ensure a multidisciplinary team approach.
- Support in providing technical advice to assist to the ID Network on evidence based best practices and recommendations on services.
- Working with a wide range of community services, government agencies and service providers, as well as creating partnerships and building relationships between the College and new external services.
- Identifying and referring at risk students to appropriate external agencies within the community.
- Supporting the Inclusion and Diversity Network through participation in the Duty Officer roster.

## Other accountabilities and duties



In addition to the primary purpose and key priorities, the Mental Health Practitioner will:

- Undertake other reasonable duties as directed
- Document and maintain procedures relevant to the position
- Comply with the standards of a Child Safe organisation
- Maintain and contribute to individual and collective responsibility for Health and Safety at the College
- Undertake relevant professional and technical development

The Mental Health Practitioner will have responsibility for ensuring administrative tasks, protocols and procedures relevant to the role are undertaken.

## Key Relationships

Key relationships include:

- College Social Workers and Psychologists
- Student Wellbeing Assistant
- Inclusion and Diversity Leader
- First Aid Officer
- Deputy Principal - Student Engagement, Development and Empowerment

## Experience, Skills and Qualifications

Essential:

- One or more of the following:
  - Tertiary qualifications in Social Work and registration with the Australian Association of Social Workers (AASW)
  - Tertiary qualifications in Psychology and registration with the Psychology Board of Australia
  - Tertiary qualifications in Occupational Therapy with additional study in Mental Health
- Experience in delivering, or strong understanding of, wellbeing services in an educational or youth setting
- Demonstrated ability to work collaboratively with key stakeholders to enhance outcomes for children and young people
- Well-developed communication skills, including an ability to present to large groups
- High computer and technical skills, and the propensity to learn and establish new ways of working o
- A dedication to continual upskilling through continued professional development

Desirable



- Experience liaising with community service organisations, government agencies, specialist program administrators and other external bodies
- Accreditation in Mental Health, or additional study/experience in youth mental health
- A current Victorian Drivers Licence

This position requires a current Police Check, Working with Children Check and drivers' licence.

## Child Safety

The Mental Health Practitioner will be committed to the College's child-safe policy, comply with the Safeguarding Children and Young People Code of Conduct, Mercy Education Limited Code of Conduct and all other policies and procedures relating to child safety. They will demonstrate a duty of care to students in relation to their wellness for learning, and will proactively support a child safe environment.

## Acknowledgment

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;
- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated.

## General Work Description - Education Support Services, Level 4 (CEMEA)

<b>Competency</b>	<ul style="list-style-type: none"> <li>• Competency at this level may include Level 1 – 3 competencies. In addition, competency at this level operates within broad principles set by management.</li> <li>• An employee at this level is expected to undertake a high proportion of tasks involving complex, specialised and/or professional functions.</li> <li>• A role at this level may coordinate or manage a specific functional responsibility and/or liaise with the general community, government agencies or service providers.</li> </ul>
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<b>Judgement, Independence and Problem-Solving</b>	<p>Roles at this level will generally require employees to:</p> <ol style="list-style-type: none"> <li>independently relate existing policy to work assignments and apply a specific body of knowledge to solve problems.</li> <li>use theoretical principles in modifying and adapting techniques.</li> </ol>
<b>Direction</b>	<ol style="list-style-type: none"> <li>Broad direction, working with a degree of autonomy.</li> </ol>
<b>Supervision</b>	<p>Roles at this level may be required to:</p> <ul style="list-style-type: none"> <li>supervise students while performing their normal duties but may not be used instead of a Teacher.</li> <li>co-ordinate or manage a specific functional responsibility and/or manage other employees including administrative, technical and/or professional employees.</li> </ul>
<b>Qualifications and Experience</b>	<p>Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> <li>a degree with relevant work experience;</li> <li>extensive experience and/or management expertise in the relevant field; or</li> <li>an equivalent combination of relevant experience and/or education/training.</li> </ul>

## General Work Description - Education Support Services, Level 4 (CEMEA)

<b>Competency</b>	<ul style="list-style-type: none"> <li>Competency at this level may include Level 2 – 3 competencies. In addition, competency at this level operates within broad principles set by management.</li> <li>An employee at this level is expected to undertake a high proportion of tasks involving complex, specialised and/or professional functions.</li> <li>A role at this level may coordinate or manage a specific functional responsibility and/or liaise with the general community, government agencies or service providers.</li> </ul>
<b>Judgement, Independence and Problem-Solving</b>	<p>Roles at this level will generally require employees to:</p> <ol style="list-style-type: none"> <li>independently relate existing policy to work assignments and apply a specific body of knowledge to solve problems.</li> <li>use theoretical principles in modifying and adapting techniques.</li> </ol>



<b>Direction</b>	b. Broad direction, working with a degree of autonomy.
<b>Supervision</b>	<p>Roles at this level may be required to:</p> <ul style="list-style-type: none"> <li>• supervise students while performing their normal duties but may not be used instead of a Teacher.</li> <li>• co-ordinate or manage a specific functional responsibility and/or manage other employees including administrative, technical and/or professional employees.</li> </ul>
<b>Qualifications and Experience</b>	<p>Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> <li>• a degree with relevant work experience;</li> <li>• extensive experience and/or management expertise in the relevant field; or</li> <li>• an equivalent combination of relevant experience and/or education/training.</li> </ul>
<b>Health and Wellbeing Services</b>	<p>a) Demonstrating high levels of independent practice within the school setting;</p> <p>(b) providing timely, high-quality and evidence-based primary health care to students;</p> <p>(c) providing expert advice in the professional field, which will influence the strategic approach to student support and learning;</p> <p>(d) undertaking nursing and/or comprehensive health and wellbeing assessments, planning and evaluating ongoing care to promote the health, wellbeing and development of individual students;</p> <p>(e) providing standard professional services at an experienced level within defined organisational parameters;</p> <p>(f) actively promoting primary health care, mental health or wellbeing within the education curriculum;</p> <p>(g) providing information and facilitating links between the school community and relevant services;</p> <p>(h) where clinically indicated, conducting health and development assessments on all school entrants with the consent of parents or guardians;</p> <p>(i) providing complex professional reports requiring in-depth factual analysis, including assessments and recommendations for consideration by others;</p> <p>(j) providing standard clinical professional services to students within the parameters of school policy and guidelines;</p> <p>(k) making decisions on complex intervention strategies that may have significant consequences for students and their families;</p> <p>(l) delivering primary health care, counselling, wellbeing and therapeutic services to students (or staff) in allocated schools through health education, assessment, support, referral, and health and wellbeing promotion activities;</p>



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- (m) recognising where it is appropriate to make referrals to health practitioners and other service providers to meet the individual healthcare needs of students;
  - (n) delivering individual health counselling to meet the healthcare needs of individual students, and to promote their optimal health and wellbeing;
  - (o) supervising and managing other health and wellbeing team members;
  - (p) contributing to the development of best practice policies in conjunction with the school's leaders about health and student wellbeing;
  - (q) playing a leading role as part of the school structures and protocols in promoting positive health outcomes.
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