

POSITION DESCRIPTION

Job Title: School Psychologist – Preparatory School
Reports to: Head of Psychological Services
Department: Student Services/Wellbeing
Date: September 2026



**WE
CHAMPION
GOOD MEN.**

OVERVIEW

As one of the oldest boys' schools in Queensland, TSS is steeped in tradition, yet delivers innovative academic and co-curricular programs providing the opportunity for boys to find their passion and strive to become the best version of themselves.

This wholesome blend of 'old' and 'new' world practices offers a nurturing environment for boys to comfortably mature into responsible, accomplished, and compassionate young men.

TSS is a Preschool to Year 12 Anglican day and boarding school, located on the Gold Coast's beautiful Nerang River, and is the city's only boys' school.

VISION

At The Southport School, our students and staff reach their full potential in a safe environment of brotherhood, respect and genuine care. In partnership with families and our alumni, we challenge and support our students to become men who balance confidence with compassion. We contribute to the community and foster global citizens in the Anglican tradition.

MISSION

TSS COLLECTIVE GOALS

We encourage students and staff to model the TSS Circle.

Collaboration	Cultivate a cohesive school
Innovation	Grow opportunities for innovation
Reflection	Foster a culture of reflection and support
Community	Partner with our community
Legacy	Honour our history and protect our future
Evolution	Continuously improve our learning experience

VALUES

Our TSS values are the guiding principles that underpin our decisions and behaviour from Preschool to Year 12.

Teamwork	We work together in a spirit of trust, loyalty, inclusion, mutual respect, courage, and authenticity.
Scholarship	We learn every day with different approaches to bring a diversity of opportunities.
Service	We contribute positively to our classes, teams, school, families, and communities, learning to lead and improve the world in which we live.

MOTTO

Palnam Qui Meruit Ferat

Let whoever earns the palm bear it

CHILD SAFETY IN ANGLICAN SCHOOLS

Our Anglican schools, and education and care services are committed to promoting the safety, wellbeing and best interests of children, and to preventing, detecting and responding to child harm.

Every child has the right to be safe and feel safe.

As an Anglican child safe organisation, we commit to:

- Implementing Queensland's 10 Child Safe Standards and the Universal Principle.
- Operating by Gospel values, which emphasise service, inclusivity, integrity, character, dignity, compassion, and justice.
- Providing children with exceptional pastoral care.
- Providing care that is physically, emotionally, psychologically, and culturally safe.
- Taking all reasonable steps to protect children from exposure to harm.
- Empowering children to participate in decisions that affect them.
- Educating children about who to approach if they feel unsafe or have concerns.
- Instructing our community members on how to respond to complaints, concerns, and breaches of our conduct expectations.
- Maintaining effective processes for responding to concerns of child harm.
- Listening, learning, and seeking to improve.

You are required to understand your child safety obligations detailed in the Child Safe Education Policy & Child Safe Responses Procedures.

ROLE PURPOSE

The School Psychologist is part of the Wellbeing team and is responsible for both the provision of psychological services and facilitation of Wellbeing Health programs. The School Psychologist is based at the Preparatory School but may be required to support the senior campus during wellbeing events, a critical incident situation, or when directed by Senior Leadership.

The School Psychologist provides psychological counselling to students as part of the student support services offered within The Southport School's pastoral care system. The role aims to improve student wellbeing and academic success by offering preventative psychoeducation and brief psychological interventions.

KEY RELATIONSHIPS

- Head of Psychological Services
- School Executive, in particular Deputy Head Pastoral Care
- Deans of Students (Prep-Year 2), (Years 3-6)
- Director Education Support
- Dean of Wellbeing

KEY RESPONSIBILITIES:

The School Psychologist role is a member of the Student Services/Wellbeing Team and reports to the Head of Psychological Services for all aspects of psychological and wellbeing program service provision. The role works in close liaison with the Education Support and Pastoral systems within the school, liaising closely with teachers, Deans of Students and Heads of Houses.

The role of a School Psychologist is responsible for the following services and functions:

PSYCHOLOGICAL SERVICES

- Provide counselling to students experiencing significant social, emotional, behavioural, and academic concerns. Provide brief therapeutic interventions, case management, follow-up support, external referral information and professional recommendations to students, teachers and parents.
- Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service which optimises student access and engagement in education programs.
- Participate in restorative practice sessions with students and Deans, in support of the school's positive behaviour policies. This is not something which occurs here at prep.
- Develop and facilitate group activities (workshops, seminars, group counselling) for students to promote and enhance positive mental health and personal wellbeing.
- Assist the school in response to safeguarding issues, critical incidents and risk assessments, which may involve the development and appropriate distribution of individualised student safety plans.
- Collect and contribute to statistics which assist in the investigation, analysis and reporting on student referral reasons, referral pathways and engagement in psychological services. This no longer occurs
- Balance the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others and maintain a comprehensive and professional record keeping system that complies with professional ethics, school policy and legal requirements of parental access to official records.
- Participate in relevant professional development and comply with mandatory requirements to maintain professional registration.
- Prepare and implement professional and personal skill development programs relating to positive mental health education for administrators, teachers and parents.
- Participate in and support the school in safeguarding training; and contribute to the regular review and audit of safeguarding requirements and policy.

WELLBEING HEALTH PROGRAMS

- Continue to provide social skills wellbeing programs twice weekly along with the Dean of Pastoral Care R-2
- Collaborate with the Dean of Wellbeing to assess the emerging trends and needs of students around programs supporting their mental health and personal wellbeing.
- Contribute to the regular evaluation of Wellbeing Health offerings and respond to wellbeing assessment trends specific to age groups and cohorts.
- Contribute to the facilitation and development of Wellbeing Health curriculum, presentations and programs offered to students, staff and parents.

EDUCATION SUPPORT

- Conduct appropriate psychoeducational assessments (including the WISC and WIAT) in the investigation of student learning difficulties, disability or psychological concerns in order to make recommendations for educational adjustments and interventions.
- Provide early intervention support (e.g. observation and screening assessment) to students
- Work collaboratively with Education Support staff including attending and contributing to Additional Learning Needs meetings.
- Assist in the external referral and case management of students with complex learning or social/emotional difficulties.
- Support Admissions by reading and commenting on enrolment requests and reports for students with complex learning needs.
- Contribute to NCCD census data collection.
- Developing interventions to assist students at points of transition e.g. positive play programs, playground observation and monitoring, ASD transition support in collaboration with Director Education Support
- Monitor progress of students with significant learning or behavioural needs in line with behaviour management support plans, in consultation with Deputy Head Pastoral Care
- Provide consultation to teaching staff regarding student needs (e.g. behavioural management and education support plans)
- Provide consultation to parents regarding student support needs
- Provide professional learning and information to build capacity of the school staff and families to improve students' learning and developmental outcomes. This may involve;
 - Provide advice to leadership and senior staff regarding management of individuals, groups or events
 - Providing and facilitating professional learning and information for teaching staff e.g. neurodevelopmental disabilities, child and pre-teen development, mental health disorders
 - Providing professional learning and information to parents
 - Attending co-curricular activities including school camps, retreats, excursions to support students and teachers, as required

ADMINISTRATIVE

- Completion of psychometric assessment reports, clinical observation and professional letters
- Participate as a member of school staff and provide psychological input to the development, implementation and evaluation of school or system learning programs, goals and outcomes. This will involve;
 - Meeting attendance (e.g. staff and stage meeting, ALN meeting, assemblies, chapels) as appropriate
 - Contributing to school policy (e.g. behaviour, student wellbeing, safeguarding)
 - Manage budget aligned with school purchasing protocols

GENERAL DUTIES AND RESPONSIBILITIES

Safeguarding responsibilities

- Ensuring a comprehensive understanding of all relevant policies, procedures, guidelines and reporting protocols at The Southport School.
- Creating and maintaining a safe and secure environment where students feel physically and emotionally protected.
- Recognising signs of abuse, neglect, harm, and inappropriate behaviours and conduct of students, staff, volunteers, visitors and other persons engaging with the students.

- Immediately report suspicions of harm or disclosures to a Child Safe Advocate or the Headmaster concerns and disclosures as a mandatory reporter.
- Educate students about their own personal safety, empowering them to understand and assert their boundaries and seek help if they feel unsafe.

Ensure all school policies and procedures are complied with by:

- Complying with legal obligations of an education establishment including complying with established industrial relations practices and requirements.
- Compliance with the Child Safe Anglican Education Policy and Procedures including ensuring that the well-being of all students is closely monitored, and any concerns are reported to the appropriate support and leadership staff.
- Understanding that at no time does any worker have the authority to reprimand any student or any co-worker, but to take responsibility to report any issue to the Dean of Students or any member of the School's senior management panel.

Ensure a safe and healthy work environment is provided for students, employees and visitors by:

- Complying with the Workplace Health and Safety Legislation and Regulations.
- Complying with The Southport School Workplace Health and Safety Policy
- Implementing documented basic safety and security practices.
- Preventing hygiene risks and problems through implementation and adherence to policy and procedures.

Display positive interpersonal skills needed for the delivery of quality service, with a particular emphasis on communication and teamwork by:

- Communicating effectively one on one in the workplace.
- Communicating and participating effectively as a member of a team in the workplace.
- Providing confidential employee and client relations for counselling and any grievance procedure that may take place.
- Presenting a positive, professional and dynamic image of the School to employees, clients and visitors at all times.
- Initiating and driving the business forward by directly representing the School's ethos and motto.
- Demonstrating the very highest level of personal insight, initiative and maturity in all that is done and to display a sense of flexibility and willingness to work as an integral member of the team.

QUALIFICATIONS AND EXPERIENCE

REQUIREMENT	DETAIL
AHPRA Registration	Essential
Postgraduate or further qualifications in psychology or related field.	Essential
Criminal History Check Certificate	Essential

SKILLS AND ABILITIES

- Demonstrated competence in individual, family, group and crisis counselling preferably within an educational context.
- Ability to maintain confidentiality and a high level of ethical practice including the ability to maintain accurate records and prepare reports.
- Proven ability to work effectively as a member of a multi-disciplinary team with high levels of accountability.
- Demonstrated commitment to nurturing positive relationships between students, teachers, parents and stakeholders.
- Demonstrated excellent communication skills (oral and written) and interpersonal skills necessary to work with all members of the school community.

Acknowledgement by Position Description Holder

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