



## PENLEIGH AND ESSENDON GRAMMAR SCHOOL

### POSITION DESCRIPTION

|                    |                                        |
|--------------------|----------------------------------------|
| <b>POSITION:</b>   | School Psychologist                    |
| <b>REPORTS TO:</b> | Senior Psychologist & Heads of Section |
| <b>LOCATION:</b>   | All campuses                           |

### PURPOSE

To provide student wellbeing support across all year levels as required, to support the school's values and educational programme.

### SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve. The school operates on three campuses with over 3,000 students. The Kindergartens and Junior School (boys) are located in Essendon, the Junior School (girls) in Moonee Ponds and Gottliebsen House Middle School (boys), McNab House Middle School (girls) and the Larkin Centre (coeducational Senior School) are located in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular program of Drama, Dance, Music and Sport.

The school actively promotes the safety, wellbeing and participation of all students, including supporting children from culturally diverse backgrounds and those with individual needs and encourages every student to thrive in the classroom and beyond.

### SCHOOL VALUES: REACH

**RESPECT:** We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognizing the impact of our actions on others.

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**EXCELLENCE:** In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

**ACCOUNTABILITY:** We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behavior in all we do.

**CURIOSITY:** We learn and grow through questioning, exploring, and deepening understanding, stimulating wonder and innovation. We value intellectual engagement and lifelong learning.

**HEART:** We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

## **POSITION CONTEXT**

The School Psychologist is a key member of the school's student wellbeing team and, along with other members of this team, is responsible for the care of students, specifically those referred to the School Psychologist by the Principal, Deputy Principal and Heads of Section. At all times, the School Psychologist will be responsible to the Principal, Deputy Principal, Heads of Section, and the Senior Psychologist for the performance of his or her duties. Duties will be allocated across one or all campuses, as required.

The School Psychologist is expected to support the school's values, policies and procedures and the philosophy of an independent school associated with the Uniting Church and support Equal Employment Opportunity principles, including support for an equitable, safe, and productive environment for all staff and students and treating all school community members with dignity and respect.

## **POSITION GUIDELINES**

The School Psychologist is expected to perform many diverse duties. The following list is not exhaustive, nor in any order of priority, but is indicative of the range and nature of the School Psychologist's role.

- Providing counselling services to students at all campuses from Kindergarten to Year Twelve as nominated by the Principal, Deputy Principal or Heads of Section.

- Managing the student “caseload” in a way that allows for the efficient provision of counselling services.
- Referring students, where appropriate, to external agencies.
- Providing timely advice on appropriate teaching and learning strategies arising from the formal assessment.
- Being an active member of the school’s student wellbeing “team” (i.e., Principal, Deputy Principal, Heads of Section, Year Level Coordinators and Student Coordinators) and assisting the team in the provision of student wellbeing services.
- Cooperating and liaising with Heads of Section, teachers, other School Psychologists, and parents, where appropriate, to ensure the consistent provision of a wellbeing program for students.
- Informing the Principal, Deputy Principal or Heads of Section of matters relating to students who are deemed to be at significant risk.
- Reporting regularly to the Principal on the general progress of students receiving counselling.
- Providing psychological and diagnostic assessment services, as required.
- Supporting the school in matters relating to “mandatory reporting” of child abuse.
- Attending sectional staff meetings and briefing staff as required.
- Participating in and, if appropriate, leading programs which intend to improve the student wellbeing services at the school.
- Support for the Principal, Deputy Principal and Heads of Section in all matters.
- Maintaining accurate records on students who have received support.
- Working collaboratively with all relevant staff members, ensuring selective information is communicated in an appropriate and timely manner.
- Working in a safe manner and upholding and promoting the policies of the school.
- Participating in the resolution of safety issues as required.

**SELECTION CRITERIA** The School Psychologist will demonstrate an ability to meet the following criteria:

- Current registration as a psychologist with the Australian Health Practitioner Regulation Authority
- Relevant experience in a school environment
- A qualification in educational psychology would be of benefit
- Ability to effectively deal with child, adolescent, and family issues in an educational context
- Ability to engage others and build trusting, effective relationships with students, parents, and staff

- Ability to effectively work both independently and within a team, to ensure shared understandings of issues.
- Ability to work effectively with highly sensitive and confidential matters
- High-level interpersonal and communication skills
- Excellent time management, organizational and planning skills
- The ability to innovate, develop and implement programs that meet students' needs.
- Commitment to professional learning and continuous improvement
- Commitment to maintaining a safe, stimulating, and challenging learning environment
- A commitment to child safety, demonstrating an understanding of appropriate behaviours when engaging with children with diverse needs and backgrounds
- Support for the school's aims and philosophies, policies, and procedures
- A valid Working With Children Check Card

## CONDITIONS

Employment conditions are as per the *Educational Services (School) General Staff Award 2020*.

## CONCLUDING REMARKS

The statement of duties should not be seen as limiting and specific features of the description may alter as a result of changing circumstances. The description of duties is open to review, by negotiation, by either party.