

POSITION DESCRIPTION



The Cathedral School
of St Anne & St James
T O W N S V I L L E

ROLE TITLE:

School Psychologist – Counselling and Wellbeing

Part-time Term-time; 20 hours per week

Luke Baills (Principal)

REPORTS TO:

Simon Midson (Deputy Principal - Head of Senior School)

Kirsten Seymour (School Psychologist - Counselling & Wellbeing)

INDUSTRIAL AGREEMENT:

The Queensland Anglican Schools Enterprise Agreement

CLASSIFICATION:

School Officer – Professional Services

COMMENCEMENT DATE:

25th January 2027

APPLICATION CLOSING DATE:

We will assess applications as they arrive, so apply today!

Support student wellbeing. Strengthen connections. Help young people thrive.

Are you a registered psychologist who is passionate about supporting young people to thrive? Join The Cathedral School's student wellbeing team in a part-time, term-time role working 20 hours per week, where you will provide professional short-term counselling, early intervention and consultation that makes a meaningful difference to students and the wider school community.

You will work alongside our full-time School Psychologist – Counselling and Wellbeing and collaborate with students, families, staff, school leaders and external professionals. With approximately six to eight counselling appointments each week, you will have dedicated time for consultation, administration, record keeping and follow-up, enabling you to provide thoughtful, coordinated support and refer students to external professionals when ongoing care is required.

The Cathedral School is an Anglican co-educational school of approximately 1,200 students from Early Childhood through to Year 12, including a vibrant boarding community. Our mission is to nurture inquisitive minds, kind hearts and purposeful futures, encouraging every student to develop confidence, curiosity, creativity and character.

ORGANISATIONAL ENVIRONMENT:

The Cathedral School is an Anglican co-educational school of approximately 1200 students from six weeks old to Year 12 including 170 boarding students from Years 7 to 12.

PURPOSE AND MISSION:

Inquisitive minds. Kind hearts. Purposeful futures.

We strive to create a community where every student is supported and empowered to reach their potential, developing confidence, curiosity, and agency to shape their own learning within a caring and connected environment. Students are encouraged to grow not only as individuals but as engaged, connected, and responsible citizens who contribute to a shared purpose and the common good. We invite them to meet challenges in the way our founders intended – with love, courage, determination, service, and faith in God.

In this way, we nurture *inquisitive minds* to think deeply, *kind hearts* to act compassionately, and *purposeful futures* to be lived with meaning, hope, and resilience, honouring the vision that has united our Cathedral community for more than a century.

VISION:

Futures shaped by purpose, passion, and character.

We will achieve our vision of shaping futures by:

- Nurturing purpose, so that every member of our community knows who they are, what they value, and how they want to contribute:
- Embracing passion, so that lives are enriched with growth, balance, and joy:
- Developing character, through living the Gospel and building Christian community:

Our vision and mission bring together what we want all members of The Cathedral School community to know, love, and become.

ORGANISATIONAL EXPECTATIONS:

All employees are expected to conduct themselves professionally, ethically and responsibly in a manner that upholds the ethos and reputation of the School. Employees must treat students, families, colleagues, contractors, volunteers and the wider school community with courtesy, fairness and respect, and contribute to a safe, inclusive and child-safe environment.

Employees must comply with the School's policies, procedures, lawful and reasonable directions and organisational practices, including the Staff Code of Conduct – Student Safety and Wellbeing, Student Safety and Wellbeing Manual, Dress Code, Work Health and Safety requirements, privacy and confidentiality obligations, and mandatory training relevant to their role.

Employees must perform their duties to the best of their ability, be accountable for their conduct, decisions and performance, act honestly and in good faith, work collaboratively, and contribute positively to the School community.

The Cathedral School is committed to the safety, welfare and wellbeing of children and students. Employees must promote and protect student safety, maintain appropriate professional boundaries, exercise duty of care and supervision, and promptly report concerns, allegations, disclosures, risks or breaches in accordance with school procedures and applicable legal requirements.

Employees must complete annual induction and mandatory training, follow school procedures, take reasonable steps to prevent foreseeable risk of harm, and escalate concerns where a student's safety, welfare or wellbeing may be at risk.

As a condition of employment, employees must hold and maintain all qualifications, registrations, suitability clearances and authorities required for their role, including, where applicable, AHPRA registration, a current Suitability Notice (Blue Card), National Police History Check, First Aid and CPR certification. Proof of qualifications will be required prior to commencement.

Employees must ensure they are fit for duty, take reasonable care for their own health and safety and the health and safety of others, and comply with work health and safety legislation, risk management processes and incident reporting requirements.

Confidential, personal and sensitive information obtained through employment must only be accessed, used, stored or shared for legitimate school-related purposes. Employees must not disclose information to unauthorised persons or use it for personal advantage, to benefit another person, or in a way that may cause harm or detriment to any person, body or the School.

Employees must communicate professionally, respectfully, accurately and in a timely manner, use approved school systems and processes where required, and maintain appropriate confidentiality in all dealings with students, families, colleagues and external parties.

Employees may be required to undertake duties outside their usual role or specialism, provided those duties are lawful, reasonable and within their skills, competency and capability. This position description is a guide only and is not intended to be an exhaustive list of duties.

PRIMARY ROLE PURPOSE:

The position of School Psychologist – Counselling and Wellbeing is a part-time, term-time role working 20 hours per week, inclusive of counselling, consultation, administration, record keeping and follow-up duties. The position works alongside the full-time School Psychologist – Counselling and Wellbeing and is guided by the full-time School Psychologist in relation to student wellbeing priorities, counselling processes, referral pathways, case management practices, record keeping expectations and relevant school procedures.

The position will be required to fulfil 2 main functions. These being:

1. Provide professional counselling services to the school community.
2. Support student wellbeing through appropriate counselling, consultation, referral and collaborative support processes.

Counselling consists of approximately 6-8 appointments per week inclusive of administration, record keeping and follow-up associated with these appointments.

As the School Psychologist – Counselling and Wellbeing you will be required to provide counselling services to school students and a consultation service to staff which may include issues relating to individual students and families, mental health issues in relation to student wellbeing, engagement and behaviour in the school environment and mental health issues in general. This position is not designed to provide long-term counselling but rather early intervention and assistance. Students requiring further counselling are referred to external professionals for ongoing support.

An annual allocation of 30 additional paid hours will be provided to support professional development.

The Cathedral School of St Anne & St James is committed to fostering a safe, supportive and respectful school community where student wellbeing is promoted through positive relationships and collaborative support. The position is expected to contribute to this environment by working professionally and collaboratively with students, families, staff and relevant school leaders, while supporting the continued promotion of the philosophy of the School, which is founded on the Mission Statement.

RELATIONSHIPS AND AUTHORITY:

The position is responsible to the Principal through the Deputy Principal – Head of Senior School. The role will also work alongside, and receive professional guidance from, the full-time School Psychologist – Counselling and Wellbeing in relation to counselling processes, student wellbeing priorities, referral pathways, case management practices, record keeping expectations and relevant school procedures.

The position will play a role in the development of a safe and supportive environment which promotes the learning and wellbeing of students. Employees at this level are responsible for their own work.

Work is carried out with general supervision on progress and outcomes and involves the application of knowledge and initiative to achieve outcomes within time constraints by prioritising tasks, setting goals, and determining best practices to implement in order to meet deadlines.

Problems are solved by reference to established practices and procedures, and the application of initiative or judgement in applying them or by reference to the Deputy Principals.

Peer guidance and assistance for less experienced employees may be required from time to time.

KEY ACCOUNTABILITIES:

The key accountabilities of the School Psychologist – Counselling and Wellbeing include:

SCHOOL PSYCHOLOGIST – COUNSELLING AND WELLBEING

Students and families

- Short term counselling for students, their families, and staff.
- Referral to outside professionals as appropriate.
- Conduct goal-oriented counselling sessions.
- Provide intervention/support in crisis situations.

Liaison and Consultation

- Consultation with school staff regarding the mental health and wellbeing of individual students.
- Participation in support teams providing individual programs for students.
- Liaison with external mental health professionals and agencies.
- Consultation and advice to the school regarding mental health.

Student Wellbeing

- Collaboration with Heads of Senior, Middle and Junior School, Director and Heads of Boarding, Heads of House, Middle School Deans, teaching staff, School Nurse and consulting GP.
- Assistance with the development and implementation of student wellbeing programs.
- Presentations to students, staff and families as required.
- Provide group counselling to target populations.

ADMINISTRATION

- The maintenance of accurate, secure, and confidential case files and statistics.
- Quality, accurate word processing of various confidential student reports.
- Provide high standards of accurate record and note keeping and data entry into Halaxy, TASS, Teacher Kiosk and Teams.

PROFESSIONAL DEVELOPMENT

- Undertake relevant professional development to maintain and enhance professional knowledge, skills and practice, including the effective use of the annual allocation of 30 additional paid hours.

PASTORAL

- Maintain confidentiality in relation to students and families at all times and only share information with appropriate school personnel or external professionals where required for student safety, wellbeing, duty of care, legal compliance or approved referral processes.
- Be aware of special/additional needs, cultural, linguistic, religious, gender, language diversity and socio-economic differences and treat each child with dignity and respect.

OTHER

- Be clear about action to be taken in the case of crisis emergencies (e.g. risk of suicide or non-suicidal self-injury, accidents, fire, suspected child abuse and attempts at unauthorised removal of students).

SKILLS AND KNOWLEDGE:

ESSENTIAL CRITERIA

The School Psychologist – Counselling and Wellbeing will be required to meet the following Essential Criteria and actively work towards obtaining the desired Competencies, Knowledge & Skills.

Qualifications

- Registration as a Psychologist or Clinical Psychologist with the Psychology Board of Australia (AHPRA).
- Current registration with Australian Psychology Society or Australian Association of Psychologists Inc, or Queensland Guidance and Counselling Association.
- Valid Working with Children Check (Blue Card) or registration with Australian Health Practitioner Regulation Agency (AHPRA).

Competencies, Knowledge & Skills

- Highly developed counselling and assessment skills.
- Extensive experience in working with adolescents and their families.

- Excellent understanding of mental health issues commonly impacting adolescents, their families, and schools.
- Effective communication and negotiation skills with a range of people including students, parents, guardians, staff, and external professionals.
- Customer service focus.
- Attention to detail.
- Understanding of legislation and experience in the implementation of the relevant Acts of Parliament relating to child protection.
- Time management skills.
- Ability to affirm the unique worth of each student.
- Advanced interpersonal, communication and listening skills.

Desirable Qualifications, Competencies, Knowledge & Skills

- Ability to reflect and evaluate counselling practices.
- Understanding of occupational health and safety and anti-discriminatory practices.

APPLYING FOR THE POSITION

Please submit a cover letter outlining your interest in the role and the contribution you would bring, together with your resume and contact details for three professional referees. We will review applications as they are received and encourage you to apply promptly.

All staff are expected to support the philosophy and values of The Cathedral School. Our commitment to the safety and wellbeing of children and young people is central to our recruitment process. Preferred applicants must hold, or be eligible to obtain, a current Blue Card and/or registration with the Queensland College of Teachers, as applicable to the role. Pre-employment screening includes referee checks and verification of identity, qualifications and relevant registrations. Applicants must also disclose any information relevant to their suitability to work with children and young people.