

# MacKillop College Psychologist



## Position Description

Classification (CEMEA 2022)	Education Support Officer (Category B), Level 3: Provisionally Registered Psychologist or Level 4: Registered Psychologist
Position reports to	Deputy Principal: Student Wellbeing

## About MacKillop College

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as lifelong learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness the presence of God amongst us by celebrating our Catholic heritage as a faith community.

## Overview of the Role

The Psychologist supports our student's emotional, social, physical and spiritual wellbeing through a variety of therapeutic and interventional strategies intended to build resilience, independence, connectedness and self-esteem.

They will work collaboratively with students and families on a range of matters that may have a direct or indirect on the ability of the student to be at school and participate in learning. The Psychologist is responsible for supporting student wellbeing to maximise the individual students' learning potential, emotional regulation, wellbeing, social development and interpersonal skills. This includes administering psychological assessments and developing appropriate action and risk mitigation plans.

Additionally, the Psychologist works in close collaboration with the College Leadership Team, College Counsellors, Social workers, Directors of Wellbeing and Teachers to achieve the best outcomes for all students.

## Commitment to Catholic Education

- demonstrate an understanding of the ethos of a Catholic school and its mission
- demonstrate an understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- demonstrate a capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ willingnes: integrate the Church's teachings into all aspects of curriculum

## Commitment to Child Safety

- ensure students are provided with a child safe environment
- be familiar with and comply with the MacKillop College child safe policy and code of conduct, and any other policies or procedures relating to child safety
- demonstrate a duty of care to students in relation to their spiritual, physical and mental wellbeing
- implement strategies that promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and obligations (e.g. mandatory reporting)
- demonstrate an understanding of appropriate behaviours when engaging with children
- report any concerns relating to child safety immediately



## Accountabilities

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### Counselling and Support

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- provide clinical leadership, assessment, diagnosis and interventions based on contemporary, evidence-based research
- provide psychological counselling for individual students and small groups on a range of emotional, social and family matters
- determine appropriate goals and intervention strategies for student/family
- provide individual or group counselling to students with emotional, social, behavioural, or organisational concerns, or concerns relating to learning difficulties or special learning needs
- develop the capacity of educators to respond effectively to students who learning has been impacted by trauma
- collaborate with Teachers, College Counsellors and Social Worker to identify students at risk and develop appropriate mitigation and support strategies
- develop and maintain an appropriate referral process through which students and families can be referred to access support for a psychologist
- provides crisis counselling and critical incident stress debriefing for the College as required
- provides information and therapeutic resources to Teachers, students and families
- provides advocacy and support for students and families
- create individual learning and engagement programs in consultation with the College Wellbeing Team
- support families as the student's primary caregivers through open communication as agreed through contact with the referred student
- makes referrals to other professionals, services and agencies as required, maintaining support for the student/family as appropriate
- build awareness of, and foster a positive attitude towards the support offering of Student Services at the College
- escalate as appropriate to the Deputy Principal: Wellbeing, and advise the College Leadership Team of critical incidents involving students
- establish and maintain links with relevant community support agencies, allied health professionals and school networks
- adhere to the relevant professional standards pertaining to the counselling profession in a school setting, this includes maintaining confidential case notes for all students
- act as a consultant to teachers and families on matters relating to student wellbeing and development

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### Child Safety

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- consult with families regarding any student about whom there may be concerns
- act as a resource for educators in the application of Child Protection and Child Safe policies
- advise the College Leadership Team on critical incidents or concerns related to a students' wellbeing
- keep the Principal fully informed about any cases which may involve the duty of care of the College
- ensure that families have a comprehensive understanding of any matters being investigated relating to their child
- promote child protection issues within the MacKillop community and respond to general queries with respect to the College's Child Protection and Safety Policy and Child Protection Program
- ensure clear procedures are developed, implemented and evaluated to allow people to report child protection concerns and reportable matters within the College

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### Communication

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- provide meaningful feedback to students in a professional and timely manner
  - provide written reports as required
  - participate in and conduct Program Support Group (PSG)
  - initiate family contact as required
  - respond promptly to family requests for information, return phone calls and answer emails
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## Learning Environment

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Work with Educators to:

- create and maintain a safe and appropriately challenging learning environment
- promote positive, respectful and encouraging relationships
- ensure effective classroom behavioural management skills, implementing appropriate behaviour management strategies
- use appropriate restorative practices to support student inclusion
- work collaboratively with the Wellbeing and Learning Diversity teams, to ensure the timely and effective implementation of appropriate interventions for the educational setting
- support and guide Educators in their provision of effective learning strategies, behaviour management, social/emotional support
- undertake classroom observations as required

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## Professional Development

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- support a performance and development culture
- participate in the appraisal process to receive constructive feedback
- commit to ongoing professional development
- maintain required ICT skills for learning and teaching
- contribute and participate in the annual review meeting process

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## General Expectations

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- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
- act as a role model for students
- adhere to the MACS Code of Conduct
- actively contribute to the achievement of the School Improvement Plan
- stay informed by reading the Principal Memo, all College emails and other correspondence on at least a weekly basis, responding appropriately
- abide by all College policies and procedures
- work collaboratively and build effective working relationships
- ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
- model a professional approach for all staff and students, including conduct, language and professional dress
- attend all relevant school meetings, functions, events, liturgies, open days, staff faith proceedings and professional development as required by the Principal
- observe the strictest confidentiality for all sensitive and private information
- participate in duty supervision as rostered, and other supervision duties as required
- actively contribute to the care of all College facilities, grounds, equipment and resources

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## Work Health and Safety

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- take reasonable care of your own health and safety
  - take reasonable care for the health and safety of others who may be affected by your acts or omissions
  - cooperate with any actions MacKillop College implements to comply with WHS requirements
  - comply with all Safe Working Procedures
  - use appropriate Personal Protective Equipment (PPE) as required
  - periodically update MacKillop College about any medical condition that:
    - is life threatening or may require Emergency Services to be called
    - could impact on your ability to perform your duties
  - complete safety training courses as required and participate in compliance briefings or inductions as required
  - do not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare
  - report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses, etc.)
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- work cooperatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
- contribute to a healthy and safe work environment, and comply with all safe work policies and procedures

### Other Duties

It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and training from time to time in accordance with the needs of the College or as directed by the Principal.

### Required Capabilities

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Current registration with the Australian Counselling Association and Psychology Board of Australia (AHPRA)</li> <li>• hold and maintain a Working with Children Check</li> <li>• national Criminal History Check</li> </ul>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>• have an in depth understanding of the social and emotional wellbeing issues that impact students and their families</li> </ul>
<b>Duty of Care</b>	<ul style="list-style-type: none"> <li>• adherence to the Australian Psychological Society (APS) Code of Ethics and the related Code of Ethics and its successors</li> <li>• must maintain currency qualifications in: <ul style="list-style-type: none"> <li>– First Aid and CPR</li> <li>– Mandatory reporting</li> <li>– Anaphylaxis management</li> <li>– Asthma management</li> </ul> </li> <li>• demonstrated ability to establish and maintain professional boundaries</li> <li>• a commitment to the highest level of discretion, confidentiality and professional integrity</li> <li>• ability to recognise the need to refer cases to suitable external professional agencies and services</li> <li>• maintain professional competence and continued professional learning through mandated APS Code of Ethics, Continuing Professional Development (CPD) and peer consultation</li> <li>• have a working knowledge of legislation and MACS policies and procedures, pertaining to student wellbeing</li> </ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"> <li>• a demonstrated understanding of social and emotional issues connected to student life</li> <li>• highly developed social-emotional skills with an ability to model care and empathy</li> <li>• ability to create and maintain professional relationships with people from diverse professional, cultural and linguistic backgrounds</li> <li>• a highly developed ability to identify and provide early support to students and families at risk</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• excellent written and oral communication skills, including ability to communicate with students, families and the school community</li> <li>• strong collaboration skills to work effectively with stakeholders</li> <li>• excellent interpersonal and communication skills</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• ability to manage tasks with minimal supervision</li> <li>• capacity to work to timelines</li> <li>• demonstrated organisational skills including strong attention to detail</li> <li>• proven time-management skills</li> <li>• exhibited self-motivation</li> <li>• ability to manage complex projects</li> <li>• ability to lead change and effectively review and implement programs</li> </ul>
<b>Experience/Knowledge</b>	<ul style="list-style-type: none"> <li>• contemporary knowledge of mental health conditions commonly faced by students and families</li> <li>• experience with developmental, cognitive and emotional disabilities</li> <li>• current knowledge of evidence-based counselling theory and best practice</li> <li>• the ability to develop and share resources to assist with and support therapeutic interventions</li> </ul>
<b>Approachable</b>	<ul style="list-style-type: none"> <li>• a demonstrated ability to foster a welcoming and calm environment that promotes positive behaviour</li> <li>• ability to lead, build and mentor highly effective teams</li> <li>• ability to engage staff, students and families and create a culture of support</li> </ul>

<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• ability to work as part of a team</li> <li>• ability to collaborate with other staff</li> <li>• ability to develop and maintain excellent working relationships with key stakeholders</li> </ul>
<b>Catholic Identity</b>	<ul style="list-style-type: none"> <li>• a demonstrated commitment to working in a Catholic Education environment</li> <li>• demonstrated pastoral approach towards student and staff relationships</li> </ul>

## Qualifications, Education and Experience

### Essential

- current registration as a Psychologist with AHPRA
- an exemplary record of professional conduct, including maintaining appropriate confidentiality
- ability to establish and sustain professional relationships, and boundaries
- exceptional communicator with excellent interpersonal skills

### Desirable

- experience in the secondary education field or working towards such qualifications

## Declaration

I accept the above duties for the position at MacKillop College.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_