



# PENINSULA

GRAMMAR

## POSITION DESCRIPTION

### School Psychologist / Counsellor

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#### Peninsula Grammar Background

Peninsula Grammar is a coeducational school of excellence, which fosters the full and balanced development of each child. In caring for students and their learning we encourage them to take up life's challenges both at the School and beyond. The School values a spiritual and moral view of life that prizes the highest standards of personal character with a Christian ethic of service and concern for others. **Peninsula Grammar has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.**

The School is a leader in the field of Positive Education which is best described as traditional education plus approaches that nurture wellbeing and promote mental health. Underpinned by the science of positive psychology, the School's wellbeing program encourages students to focus on the good things happening in their lives and by so doing, aims to increase their levels of resilience and optimism.

The Principal is the Chief Executive Officer of the School. The Principal leads the School Senior Leadership Group, the members of which play a significant role in developing, implementing and evaluating school policy. Ultimately the responsibility for the leadership and management of the School rests with the Principal.

The Senior Leadership Group consists of the Principal, the Deputy Principal – Student Wellbeing, the Deputy Principal – Future Learning & Curriculum, the Business Manager, the Heads of Senior Years, Middle Years, Junior Years, the Head of Wellbeing, the Director of Positive Education, the Director of Learning Technologies and Innovation and the Director of International Operations.

All employees of Peninsula Grammar have a responsibility to:

- Reflect and nurture the Aims and Philosophy of the School in the course of their work.
- Through the example displayed in their approach to their work, energise fellow staff, students and parents by fostering quality relationships and community development.
- Provide effective role modelling through the use of appropriate conflict resolution and negotiation skills.
- Maintain confidentiality and support for the School.
- Maintain professional competence and current knowledge in educational trends.
- Maintain a client-centred approach to all aspects of their work.

Employees are appointed by and act under the direction of the Principal, through the Senior Leadership Group. The appointee to this position will be required to undergo an annual performance review in accordance with the School Professional Review and Development Program.



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## Role Summary

Reporting directly to the Head of Wellbeing, the School Psychologist/Counsellor is a key player in the delivery of quality pastoral care and wellbeing programs at Peninsula Grammar. The incumbent is expected to develop a full understanding of, and play a significant role in the welfare, support and pastoral care needs of students in the School. The position works closely with the Deputy Principal – Student Wellbeing, Head of Wellbeing, the Heads of Junior, Middle, Pre-Senior and Senior Years, the Year 5-9 Wellbeing Coordinators, Year 10-12 Heads of House, School Chaplain, Director of Learning Support, Heads of Girls/Boys Boarding Houses, other School Counsellors and Health Centre staff on wellbeing issues. The incumbent is expected to play a significant role in the development and implementation of wellbeing programs and initiatives within the School.

## Key Responsibilities

Provide psychological counselling for a range of mental health, emotional and family issues. This involves:

- a. Experience and competence with individual psychological therapy, including a range of evidence-based therapies (eg. ACT, CBT);
- b. Willingness to continue professional development to enhance counselling skills;
- c. Familiarity and experience with evidence-based group programs for mental health issues and resilience building;
- d. An understanding of when to appropriately refer to an external professional;
- e. Developing links with external professionals and agencies and liaising with them;
- f. Working and liaising with families.

Undertake assessment and intervention in all areas of child and adolescent development, including:

- a. Intervention requiring analysis of multiple measures, other information and understanding of diagnostic criteria as set out in DSM-5;
- b. Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources;
- c. Knowledge and understanding of mental health and developmental issues and their relationship to child and adolescent development;
- d. Comprehensive understanding of self-harm and risk assessments and appropriate responses.

**Play a significant role in the development and delivery of evidence-based interventions and wellbeing programs:**

- a. Familiarity of evidence based programs;
- b. Willing to work collaboratively with staff members on the development of preventative programs;
- c. Working alongside key staff members in the roll out of wellbeing programs.



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Provide psychological input into the strategic development of the School:

- a. Recognise trends emerging in the school community and plan coordinated proactive initiatives;
- b. Collaborate with leading staff of the school in policy writing, strategic outcomes of the School;
- c. Have a sound understanding of the strategic direction of the School and assist in its development.

Provide professional learning to staff and parents:

- a. Provide and facilitate professional learning and information for teaching staff;
- b. Provide professional learning and information to parents;
- c. Consult with relevant staff regarding management of individuals, groups or events;
- d. Become aware of trends occurring across year groups, staff and parents and plan intervention accordingly.

Participate as a member of the School Staff:

- a. Participate in the school community as required, within the limits of ethical boundaries;
- b. Attend staff briefings, Wellbeing meetings and staff meetings;
- c. Where necessary, participate in school events e.g. Parent Information Evenings, Celebration Evening.

Collect, collate and maintain student information and records to meet legislative and school requirements, such as:

- a. Keeping and maintenance of individual records, files and notes
- b. Collection, collation and maintenance of practice related data, e.g. caseload, trends, presenting issues;
- c. Informing relevant staff of current referral issues and suggest strategies to manage these.

Respond to and assist schools and the organisation in their response to critical incidents and emergencies. This can require:

- a. Knowledge of current evidence on management of traumatic incidents;
- b. Participation in the development and review of school policies and plans for critical incident response;
- c. Assisting with school wide management of, and response to, critical incidents and emergencies.

Maintain professional competence and continued professional learning

- a. Familiarity with PsyBA mandated APS Code of Ethics and Guidelines;
- b. Continuing professional development;
- c. Peer consultation and supervision.



## Working Relationships

Deputy Principal – Student Wellbeing and Head of Wellbeing	The School Psychologist/Counsellor reports to these positions. The Deputy Principal – Student Wellbeing and the Head of Wellbeing provide direction, support and assist in prioritisation of issues.
Head of Junior/Middle/Pre-Senior/Senior Years	Liaise and work together on a range of issues and tasks. Provide support and advice.
Year 5-9 Wellbeing Coordinators and Year 10-12 Heads of House	Liaise and work together on a range of issues and tasks. Provide support and advice.
School Chaplain	Liaise and work together on a range of issues and tasks. Provide support and advice.
Other members of School Leadership Team	Provide support and advice.
Director of Learning Support	Liaise and work together on a range of issues and tasks. Provide support and advice.
Head of Heather Reilly House (Girls Boarding) and Head of Jaffray House (Boys Boarding)	Liaise and work together on a range of issues and tasks. Provide support and advice.
Health Centre Manager and School Nurses	Liaise and work together on a range of issues and tasks. Provide support and advice.
Junior/Middle/Pre-Senior/Senior Years Mentors and Class teachers	Liaise and work together on a range of issues and tasks.
Other School Psychologists/Counsellors	Proactively work together as a team.
School Community	Build positive, collaborative relationships. Respond to and assist with queries relevant to area of responsibility.
Industry Associations and relevant bodies	Develop and maintain networks and professional learning.
Parents/Guardians	Respond to and/or resolve queries. Build positive relationships and regularly liaise with on pastoral care and student wellbeing issues.
Community agencies	Respond to and/or resolve queries. Build positive relationships and regularly liaise with on pastoral care and student wellbeing issues.



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### Competencies Required

Qualifications/Registration:

Essential:

- Must be fully registered by the Psychology Board of Australia or Australian Association of Social Workers (AASW) under the Health Practitioner Regulation National Law;
- Working with Children Check.

Desirable:

- Eligible for membership of the Australian Psychological Society;
- Eligible for membership of the College of Educational and Developmental Psychologists;
- Demonstrable understanding and experience in the area of Positive Psychology;
- Experience working in a school setting from Kindergarten to Year 12.

### Knowledge, Skills and Experience

- Previous experience in co-educational, independent Schools will be well regarded.
- Experience working in a team environment and demonstrated success in being a collaborative and effective team member is required.
- An ability and willingness to work collaboratively with others on a range of issues.
- Sound written and verbal communication skills.
- Demonstrated high level computer skills.
- Demonstrated ability to work both independently without supervision and within a collaborative team environment.
- Demonstrated highly developed counselling skills with capacity to interact with students, parents and staff.
- Demonstrated experience working within and developing pastoral care programs.
- Sound knowledge of the education sector and previous experience in the independent school sector is preferred.
- Sound knowledge of current psychological and pastoral theory and practice.
- Demonstrated understanding of the needs of children and adolescents.
- An understanding of Health and Physical Education curriculum and Social and Emotional Learning is desirable.
- Strong interpersonal skills with the ability to build rapport, provide guidance and assistance and develop internal and external relationships.
- Sound planning, analytical and conceptual thinking skills with the ability to translate these skills to proposals that support the School's objectives.
- Demonstrated problem solving skills with the ability to think logically and laterally.
- Strong organisational and time management skills with the ability to meet prescribed deadlines and concurrently manage competing tasks.



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### Personal Characteristics

- Is aligned with the School's ethos, vision and values.
- Is committed to lifelong learning
- Possesses a positive outlook, exceptional interpersonal skills and high emotional intelligence with demonstrated ability to build authentic, collaborative relationships.
- Participates as a collaborative team member and operates effectively in a collaborative team environment.
- Displays empathy, commitment, resilience and is highly motivated to contribute.
- Has a strong moral and ethical compass and cultivates credibility & honesty.
- Is a creative and critical thinker and is open to new possibilities.
- Demonstrates a high level of confidentiality and discretion.
- Displays enthusiasm and initiative – has a high achievement drive and acts in a self-directed way.
- Possesses sound judgment and a calm and mature disposition.
- Is accountable for their work and their actions and have a high concern for the quality of their own work, reflected in a high attention to accuracy and detail.
- Shows a strong community and service ethic and commitment to deliver exceptional service.
- Is flexible and has an ability to adapt and operate effectively in a demanding and changing educational environment.

### Professional Review

This Position Description is intended as a framework for professional review.