

MISSION STATEMENT

Newman College is a Catholic School educating in the Marist Tradition which endeavours to lead students to know and love Jesus Christ. With Mary as our model in faith, we encourage students to grow into the fullness of their humanity in an educational environment where they feel welcomed, accepted and valued.

ROLE DESCRIPTION

INSTRUCTIONS

1. Read the Role Description carefully.
 2. If you need anything clarified, ask the Vice Principal.
 3. A copy of this Role Description is located on the Staff Intranet.
- Please note: As the needs of the College evolve your Role Description may need to be revised. This would occur in collaboration between you and the Vice Principal.

NAME			
ROLE TITLE	College Psychologist		
ACCOUNTABLE TO	The College Psychologist is a member of the various pastoral care structures and reports to the Principal through the Vice Principal.		
DIRECTION FROM	The Deputy Principal Wellbeing Secondary and Head of Primary		
DEPARTMENT	Wellbeing PK - 12		
MAIN PEOPLE INTERACTIONS	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">INTERNAL Leaders of Wellbeing Students Teachers Support Staff</td> <td style="width: 50%;">EXTERNAL Parents and Guardians External Agencies</td> </tr> </table>	INTERNAL Leaders of Wellbeing Students Teachers Support Staff	EXTERNAL Parents and Guardians External Agencies
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ROLE PURPOSE	The College Psychologist supports the management of students with emotional and behavioural challenges and works as an integral part of the student's school team to support ongoing development in the promotion of learning and wellbeing.		
EXPECTED BEHAVIOURS AND ATTITUDES	<ol style="list-style-type: none"> 1. Actively works to promote the charism of Saint Marcellin Champagnat and the mission and life of the Catholic Church within the College; 2. Actively supports the Marist Association of Saint Marcellin Champagnat; 3. Actively promotes the College's Evangelisation Plan; 4. Actively supports the College's Vision for Learning; 5. Actively supports a child safety culture, with a zero tolerance for child abuse; 6. Complies with: <ul style="list-style-type: none"> ▪ Marist Schools Australia Policy Statements. ▪ Catholic Education Commission of Western Australia Policy Statements. ▪ Newman College Policy Statements, Procedures and Code of Conduct for Staff; 7. Adheres to workplace health and safety procedures and actively contributes to maintaining a safe, healthy and tidy environment; 		

EXPECTED BEHAVIOURS AND ATTITUDES CONTINUED	8. Maintains open communication and works collaboratively with others within Student Services and Student Administration to foster team work and morale; 9. Maintains a commitment to continuously improve services and pursue excellence; 10. Seeks opportunities for professional development.
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KEY ROLE RESPONSIBILITIES (TASK FOCUS AREAS TO BE DEMONSTRATED)

ACTIVELY SUPPORT COLLEGE OPERATIONS	<ul style="list-style-type: none"> ▪ Compliance with all relevant legislative and regulatory obligations. ▪ Completion of administrative and operational activities in alignment with College requirements. ▪ A willingness to undertake tasks as requested by the Principal or their delegate. ▪ Flexibility in the workplace, open to new ideas and concepts, to working independently or as part of a team, and to carrying out multiple tasks or projects.
COLLEGE WELLBEING	<ul style="list-style-type: none"> ▪ Assist teachers to identify, understand and manage students with emotional and behavioural challenges. ▪ Provide counselling for students in a range of areas including personal, family, educational and behavioural. ▪ Implement and maintain appropriate strategies for assisting students at risk. ▪ Assist in student safety plan case management. ▪ Provide recommendations for support from external agencies and specialists as appropriate. ▪ Liaise with parents regarding referral and ongoing management of their child. ▪ Work to ensure ongoing collaboration between all key stakeholders in the management of students with emotional and behavioural challenges. ▪ Assist with aspects of professional development, policy development and implementation that pertain to wellbeing issues in the College Community. ▪ Provide support for the various other student groups which work with students at educational risk (e.g. Diversity and Pathways).
ADMINISTRATION	<ul style="list-style-type: none"> ▪ Maintain confidential, accurate and up-to-date records of contact with students, staff and parents. ▪ Prepare reports for student files and external agencies to professional standards. ▪ Attend Wellbeing meetings with teachers across the College related to case management. ▪ Attend meetings and information sessions including, but not limited to: <ul style="list-style-type: none"> ○ Parent Information Evenings. ○ Newman Parents

CRITERIA

QUALIFICATIONS	<ul style="list-style-type: none"> ▪ The College Psychologist must hold appropriate professional qualifications and maintain membership of a relevant professional body.
KNOWLEDGE AND EXPERIENCE	<ul style="list-style-type: none"> ▪ Expertise in identification, formulation and counselling of students. ▪ Demonstrated understanding of the academic and wellbeing needs of students as these relate to the learning and personal growth outcomes of students.
SKILLS AND ABILITIES	<ul style="list-style-type: none"> ▪ Ability to identify appropriate external agencies for students requiring support outside the services of the specialist staff at the College. ▪ Willingness to collaborate effectively with a broad range of key academic and wellbeing staff to enhance student outcomes. ▪ Highly-developed interpersonal and influencing skills, enabling harmonious and positive relationships with all ▪ Sound written and verbal communications skills ▪ Highly-developed time management and organisational skills

SKILLS AND ABILITIES CONTINUED	<ul style="list-style-type: none"> ▪ Able to multi task and calmly work under pressure ▪ Highly-developed time management and organisational skills ▪ Able to multi task and calmly work under pressure ▪ Demonstrated ability to work autonomously and as part of a team ▪ Able to problem solve and use initiative ▪ Able to maintain strict confidentiality
STATUTORY REQUIREMENTS	<ul style="list-style-type: none"> ▪ Working with Children Screen Check ▪ National Criminal History Record Check

STATUS	
EBA	The Trustees of the Marist Brothers Southern Province Non-Teaching Staff Enterprise Bargaining Agreement 2014
Salary	Psychologists and Social Workers
FTE / Work Arrangement	<ul style="list-style-type: none"> ▪ 40 weeks (during term time) ▪ 7 weeks annual vacation to be taken during term and Christmas Vacations ▪ 5 weeks unpaid stand down ▪ Days and hours of work are Monday to Friday, 8.00am to 4.00pm
RD Version No./Date	Converted to new format January 2019

APPENDIX 1 - PROCEDURES

<p>COUNSELLING SESSIONS</p>	<ul style="list-style-type: none"> ▪ Conduct sessions within the parameters of the General Categories. ▪ Sessions are to be conducted on the basis of the following general time allocations, subject to context i.e. level of urgency, demand: <ul style="list-style-type: none"> ○ 4 per day ○ 50 minutes duration maximum (including 15 minutes note writing)
<p>REFERRALS</p>	<ul style="list-style-type: none"> ▪ Can be made by self, other student(s), parent(s), staff member (via Deputy Principal Wellbeing Secondary, Head of Primary or Leaders of Wellbeing) ▪ Of a compulsory nature will occur only in exceptional circumstances and on a strictly limited basis, and only after discussion with Vice Principal. ▪ Of an academic nature to be discussed with the appropriate Leader of Wellbeing before implementation takes place.
<p>GENERAL CATEGORIES OF REFERRALS (See Appendix 2)</p>	<ul style="list-style-type: none"> ▪ Emergency ▪ High ▪ Moderate ▪ Low
<p>APPOINTMENTS DURING LESSON TIME</p>	<ul style="list-style-type: none"> ▪ Students are not to access the College Psychologist during lesson time unless an appointment has been made in advance. ▪ In special circumstances arrangements may be made in advance for students to seek time out during lesson time. Such arrangements will be made only in exceptional circumstances and on a case by case basis after consultation between the College Psychologist and the Vice Principal. In such cases the Vice Principal will duly inform the relevant Leader of Wellbeing as appropriate. ▪ In exceptional circumstances where a student is presenting as extremely distressed / irrational / psychotic the student may be referred directly to the College Psychologist by the teacher in charge of the student at the time. In such circumstances, the Vice Principal and the relevant Leader of Wellbeing must be informed immediately.
<p>CANCELLATION OF APPOINTMENTS</p>	<ul style="list-style-type: none"> ▪ By College Psychologist: <ul style="list-style-type: none"> ○ Written description of the circumstances (email or letter) is to be supplied to the Vice Principal. ▪ By student: <ul style="list-style-type: none"> ○ College Psychologist to contact student, obtain reason and provide written description of the circumstances (email or letter) to the relevant Leader of Wellbeing who will decide upon and direct any follow up action to be taken. ▪ In the situation where a student has simply forgotten an appointment, a new appointment will be made.
<p>COMMUNICATION AND CONFIDENTIALITY</p>	<ul style="list-style-type: none"> ▪ Advice and requests to do with the care and management of individual students on a day to day basis are to be communicated by the College Psychologist directly to the relevant Leader of Wellbeing who will then pass on the information to the relevant teachers. ▪ No communication regarding a student is to be made to general teaching staff without the approval of the Vice Principal.

REPORTING	<ul style="list-style-type: none"> ▪ During the last week of each term, the College Psychologist will present to the Vice Principal a report including but not limited to the following: <ul style="list-style-type: none"> ○ Counselling Statistics: <ul style="list-style-type: none"> ○ Gender ○ Appointments per year group ○ Nature of appointments ○ Referral basis ○ Significant actions which have taken place e.g. referrals to DCP, Hospitals, Psychiatric clinics, external agencies. ○ Analysis of any trends that have become discernible. ○ Summary of programs / PD presented to students, staff, and parents. ○ Any other matters considered to be of relevance.
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APPENDIX 2 – REFERRAL CATEGORIES		
LEVEL OF URGENCY	CRITERIA	FOLLOW UP
EMERGENCY	<ul style="list-style-type: none"> ▪ At imminent risk of or currently experiencing: <ul style="list-style-type: none"> ○ Harm to self ○ Harm to others ○ Being harmed (disclosure of, or strong belief of child abuse.) 	<p>From referral: IMMEDIATE</p> <ul style="list-style-type: none"> ▪ Risk assessment to be completed and risk management plan to be devised and implemented. ▪ Vice Principal involved. ▪ Follow up provided according to ongoing risk level.
HIGH	<ul style="list-style-type: none"> ▪ At risk of: <ul style="list-style-type: none"> ○ Harm to self ○ Harm to others ○ Being harmed (abuse) ▪ Critical Incident ▪ Moderate / severe mental health issues (Depression, Anxiety, Eating Disorder, Psychosis) ▪ High risk behaviour management issues 	<p>From referral: WITHIN 24 HOURS</p> <ul style="list-style-type: none"> ▪ Risk assessment to be completed and risk management plan to be devised and implemented. ▪ College based intervention by College Psychologists (as deemed appropriate). ▪ Student referred to external agency for ongoing specialized support. ▪ College based support provided by College Psychologists (and other college staff as deemed appropriate). ▪ College Psychologists to advise staff regarding reporting to DCP / Mandatory Reporting issues.
MODERATE	<ul style="list-style-type: none"> ▪ Family issues (divorce, death, illness) ▪ Bullying victimization (severe) ▪ Prolonged changes in mood ▪ Anxiety / stress impacting on functioning ▪ Prolonged and unexpected changes in physical symptoms (sleep, appetite, energy, concentration, motivation) ▪ Substance use ▪ Learning Needs ▪ Panic Attacks / Disorder ▪ School refusal / non-attendance 	<p>From referral: WITHIN 1 WEEK</p> <ul style="list-style-type: none"> ▪ Ongoing consultation / intervention provided by ▪ College Psychologists (as deemed appropriate) ▪ If longer term intervention is required, student referred to external agency for ongoing specialized support. ▪ College based support provided by College Psychologists (and other college staff as deemed appropriate) ▪ Relevant Leader of Wellbeing assumes ongoing case management. ▪ Referral to and consultation with Leader of Learning Diversity Education.

<p>LOW</p>	<ul style="list-style-type: none"> ▪ Friendship issues / conflict ▪ Exam stress / performance fears ▪ Study skills ▪ Impulse control (inattentiveness, impulsive, hyperactivity) ▪ Organizational skills / difficulties with planning, prioritization, concentration, perseverance, independence, problem solving ▪ Lifestyle / health issues (e.g. Poor sleep, nutrition etc.) 	<p>From referral: WITHIN 1 MONTH</p> <ul style="list-style-type: none"> ▪ Relevant Leader of Wellbeing coordinates response from Student Services / Student Support. ▪ Psychologists provided support to Leader of Wellbeing as appropriate ▪ Psychologist consultation with student (as deemed appropriate) when available.
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