

School Psychologist

Type: Permanent

Mode: Part Time (0.5 FTE preferably spread over 4 days)

Start date: As soon as practicable

LOWTHER HALL

Lowther Hall is an inclusive school for girls from Kindergarten to Year 12, committed to excellence for all. Situated in Essendon, it is the only Anglican independent school for girls in the area. The School has a maximum enrolment of 800, a size which enables each girl to be known as an individual. Lowther Hall is a learning community in which staff and students work together to achieve shared goals of improvement and innovation.

CONTEXT

There are two Psychologists at Lowther Hall. Each psychologist has a role across the whole school and if necessary, particularly in a crisis situation, can work with students in any year level. The School Psychologists are ultimately accountable to the School Principal, but report primarily to the Deputy Principal - Head of Senior School, Head of Junior School, or Head of Early Years when they are working to support students or staff in these different areas of the School.

The focus of this role is primarily in the Early Years (Kindergarten to Year 2) and Junior School (Years 2 to 6) where the Psychologist plays a key role in supporting the psychological, emotional, social, and educational wellbeing of students.

The Psychologist is a member of the student learning support team and a significant portion of the role involves the completion of cognitive and psycho-educational assessments. The psychologist liaises with parents, staff and external professionals to provide advice about appropriate interventions in response to these assessments. They also have an important role in working with the Learning Support staff to submit funding applications and fulfil compliance requirements.

Another main focus of the role is the provision of face to face counselling with students and (to a lesser extent) families. This counselling will often be short term, in relation to particular circumstances. There will be some students and families, however, with whom they will have ongoing contact. The psychologist will also provide advice to families and staff about how best to support the girls with whom they work.

Finally, reflective of the School context, the final focus of the role is being part of various staff teams to offer advice and insight in support of students – both those with whom the psychologist works directly and also those who are in the care of teachers or the pastoral care staff, providing consultancy to teaching staff regarding ongoing student wellbeing concerns. They are involved in the development and implementation of programs, procedures and policies that foster resilience in students.

The Psychologists also provide psychological support in response to crisis management needs and, if available, may be called on to work additional hours in the event of a particular crisis situation effecting the School.

Support of the School's values is essential.



SPECIFIC RESPONSIBILITIES OF THE SCHOOL PSYCHOLOGIST:

LEARNING SUPPORT

- Conduct psycho-educational/behavioural assessments of students referred through the Learning Support Faculty and communicate results to teachers, parents and relevant senior staff.
- Regularly meet and work proactively and supportively with Learning Support Faculty members to provide advice and ensure the needs of students are met.
- Conduct classroom observations relating to cognitive behaviour and share insights gained with relevant staff.
- Support students with special needs by developing and communicating strategies to enable staff and parents to assist them.
- Liaise with Learning Support Staff in preparation of funding reports and written applications for the Students with Disability Program

SOCIAL / EMOTIONAL SUPPORT

- Assist in the development and implementation of programs, policies and protocols relating to emotional wellbeing, academic and personal development and the mental health of students and participate in conducting such programs
- Regularly meet and work proactively and supportively with pastoral care staff and teaching staff to ensure the delivery of high quality support in welfare matters regarding students
- Liaise with parents and key pastoral staff regarding student wellbeing concerns or when working with students with particular psychological needs.
- Conduct classroom observations relating to psycho/social behaviour and share insights gained with relevant staff.
- Provide, as a result of self-referral or referral by staff or parents, individual or group counselling for students and their families.
- Assist with the response to crisis situations requiring psychological/counselling intervention (including after hours if available)
- Maintain accurate and confidential information and records of students referred to the service

GENERAL PROFESSIONAL REQUIREMENTS

- Share knowledge and skills with teaching staff through professional learning with respect to special issues, e.g. communication, child and adolescent development, mandatory reporting, grief and loss
- Be familiar with specific services and programs available within the local community, and liaise with community agencies and other referral networks when required
- Liaise with external specialists and agencies where required and refer students and their families to external agencies if additional or ongoing support is identified as being required
- Keep up-to-date with psychological research relevant to work and engage in ongoing professional development activities and networking opportunities with professional associates as appropriate



SELECTION CRITERIA

Applicants should address the criteria below in a statement of no more than 500 words:

1. Appropriate qualifications as a Psychologist
2. Registration with the Australian Health Practitioners Registration Agency (AHPRA)
3. Knowledge of and experience conducting cognitive and educational psychological assessments
4. Expertise and experience in counselling children, adolescents and families (experience in a School setting will be an advantage)
5. A proven record of identifying, designing and implementing appropriate interventions within a school context
6. Proven ability to work effectively in teams
7. Sensitivity to the diverse needs of our school community
8. Outstanding communication skills
9. Excellent organisational, administrative, communication and presentation skills
10. An understanding of the Lowther Hall context and requirements for ensuring child safety

APPLICATIONS

Applicants for this position, School Psychologist, should include in their application the following information:

1. Full name
2. Residential/Postal address, email and phone contact details
3. Religious affiliation (optional)
4. Educational qualifications (a certified copy of Academic Transcript is required)
5. Previous work history
6. A statement of no more than 500 words addressing the selection criteria
7. A colour photocopy of WWC card and professional registration
8. The names, addresses and telephone numbers of three professional referees from whom confidential information may be sought.

Applications close on **Friday 8 September at 9.00am** and should be addressed to:

The Principal
Lowther Hall Anglican Grammar School
PO Box 178
Essendon VIC 3040

Telephone: (03) 9325 5000
Facsimile: (03) 9331 1247
Email: employment@lowtherhall.vic.edu.au
Website: www.lowtherhall.vic.edu.au

