

ABOUT ST MICHAEL'S COLLEGIATE SCHOOL

St Michael's Collegiate is an Early Learning to Year 12 Anglican day and boarding school for girls with over 700 students. Since 1892, young women have been part of a strong community celebrated for its rich blend of academic excellence, sporting endeavours, creative arts and co-curricular activities. Set in the picturesque city of Hobart Tasmania, Collegiate provides a world class education in a safe corner of the globe known for its scenic beauty, culture and warm sense of community.

Girls' education is a specialised field and as a girls-only school, Collegiate has long been a trailblazer in its commitment to pathways for young women. The School is renowned for delivering a contemporary education which provides each girl with the inspiration and energy to find her own niche. Specialised guidance and opportunity help each young woman to build the skills and confidence required to flourish and to be set for life.

Reflecting our focus on the needs of girls and young women, Collegiate offers a three-campus structure to best cater for students as they progress through different developmental stages. Our Junior School is renowned for its warm community village feel and is designed specifically to support the needs of girls from the Early Learning Years through to Year 4. The Junior School environment abounds with excitement as each girl embarks on her own learning adventure and begins to form lifelong friendships.

From Years 5 to 8, Collegiate students move into the Middle School Campus where learning affords them further independence and responsibilities as they journey towards adolescence. The Middle School is rich in its support network as girls' transition through this special time in their lives. It is in this environment that girls develop independence as learners and move to take responsibility for their own personal growth.

Collegiate's Senior School delivers outstanding facilities and support for young women in Years 9 to 12. Students are encouraged to explore a myriad of pathways for the future. Each young woman is mentored towards attaining her personal best and is empowered to grasp opportunity.

Our Vision

Empowering girls for their future.

Our Mission

St Michael's Collegiate School is a creative and internationally minded community shaped by Christian values. We inspire girls through exceptional and authentic learning opportunities.

Our Values

Courage, Integrity, Compassion

Our Global Perspective

Our School is committed to international mindedness through understanding, respecting and celebrating diversity in order to foster a peaceful, just and sustainable world.

Our Motto

Beati Mundo Corde from Matthew 5:8-10 translates as 'blessed (are those) with a pure heart'.

ROLE DESCRIPTION

Title:	Psychologist
Reports to:	Principal
Location:	Senior School campus
Tenure:	Full-time permanent ongoing basis
Remuneration:	Agreed
Key Relationships:	Deputy Principal Heads of School Year Level Coordinators Mentors Teachers Academic Management Team Director of Boarding Educational Counsellor Chaplain External Agencies Parents/Guardians
Level of Decision Making:	Responsible for ensuring that psychological services are readily accessible to all students in our school community and that interventions and information management meet the highest standards set by the school and psychology profession. This role has a high degree of autonomy, with direct interactions with the Principal, as part of a collaborative team.
Dress Code:	Staff are required to dress in a professional manner as suitable for an Anglican girl's School.
Member of:	Critical Incident Team
Position Review Date:	April 2021
Next Review Date:	April 2024

POSITION PURPOSE

The purpose of the position is to provide effective psychological counselling to students in the School from Kindergarten to Year 12 that positively contribute to student development and learning outcomes.

The position will lead and facilitate the development of appropriate social and emotional programs for students across all year levels, provide psychological care and provide consultation and expert advice on matters involving risk arising from mental health issues, acute care and other complex issues within a school context.

The position works closely with key staff to support students and families in building capacity that are aligned with the school's values of courage, integrity and compassion.

To ensure timely provision of acute care to any student that has a need, the Psychologist will interact and provide appropriate handover to private psychologists and relevant external health services. (communicating with Parents/Guardians to assist with these arrangements).

KEY RESPONSIBILITIES

Counselling and Acute Care:

Provide individual short-term counselling to students for a range of mental health, emotional and family issues through referral from the School Counsellor, Chaplain, Deputy Principal or Principal.

Apply evidence-based therapies, such as Cognitive Based Therapy (CBT), (Dialectic Behavioural Therapy (DBT) and Acceptance and Commitment Therapy (ACT) in accordance with psychological professional advice.

Draw upon knowledge and understanding of mental health conditions and their relationship to child and adolescent development.

Facilitate small group preventative and proactive programs for students (e.g., social skills and anger management).

Provide feedback and support to parents and caregivers and staff with overall pastoral care responsibilities for students .

Assessment:

Provide a range of assessment services which may include formal psychological, cognitive and psycho-educational assessments and diagnosis in all areas of child and adolescent development and mental health.

Student Welfare:

Provide early intervention support to students.

Support and work with, School Counsellor, Chaplain, Classroom Teachers, Year Level Coordinators and Mentors in their role as first point of contact for students and parents in difficulty.

Provide relevant staff with regular updates on student wellbeing requirements and advice on modifying the learning environment for individual students.

Provide support and referrals for students to external professionals.

Support the Student Wellbeing Program in the School.

Undertake mandatory reporting as required.

Provide advice to staff on catering effectively for students with learning difficulties, social and emotional difficulties and students with physical disabilities.

Administration:

Maintain accurate, confidential student files that meet legislative requirements.

Record contact and interventions on the school's online student data system

Provide written reports as required for referral, support or funding applications.

Collection, collation and maintenance of practice related data, e.g., caseload demographics, outcomes and measures.

Document and provide reports to the Deputy Principal/Principal on all issues regarding child safety services and Strong Families, Safe Kids.

Student Development:

Introduce and deliver evidence-based group programs for mental health issues and resilience building.

Contribute to programs for students in areas of transition, peer support, study skills., positive psychology, performance psychology, stress management, conflict resolution, cyber-safety and anti-bullying.

Professional Development:

Clearly articulate the role of the school psychologist, including ethical boundaries to staff and the wider community.

Remain up to date with psychological and educational law policies and guidelines.

Possess an understanding of ethical requirements with mandatory reporting regulations

Provide professional learning and information to parents.

Provide and facilitate professional learning and information to teaching staff.

Write articles for the school's publications on relevant issues.

Maintain professional competence and continued professional learning through peer consultation and continued professional development.

Critical Incidents & Emergency Management:

Respond to and assist in the school's response to critical incidents and emergencies.

Provide individual and group support to students and families.

Liaison with external providers where necessary.

Advise and support school staff and parents with managing their own response

General Duties:

Demonstrate a responsible attitude to work safety.

Participate in performance appraisals at the end of probation and then annually

To provide a support to continuous improvement processes within the School, including recommendations for improvement where identified.

Maintain confidentiality of information regarding the School, its staff and students

Attend staff meetings as required.

Other duties as required within the limits of the employee's skill, competence and training

Workplace Health and Safety Responsibilities:

The position holder has a responsibility under WHS legislation to take care of their own health and safety at work. It is also their responsibility to ensure that their activities do not adversely affect the health and safety of other persons – for example co-workers, students, parents or other persons that they may come into contact with at work.

The position holder must cooperate with the School to ensure that the workplace is safe and without risk to health. This includes, but is not limited to:

Employees will:

- Take reasonable care for their own health and safety while at work
- Take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons
- Cooperate and comply with any reasonable policy or procedure of the School in relation to health or safety in the workplace
- Report all incidents or hazards that may cause injury or illness, and any damage or maintenance requirements affecting the safety of the workplace or plant used at work
- Comply with all reasonable instructions or directions in relation to health and safety issues at work
- Attend and participate in any training as arranged by the School
- Use any personal protective equipment provided by the school to protect their safety and will ensure that they use this equipment correctly
- Comply with all relevant policies and procedures

ATTITUDES, EXPECTED BEHAVIOURS & PERSONAL QUALITIES

Attitudes and Expected Behaviours:

- Support the Christian ethos of the School.
- Adhere to the Collegiate values at all times
- Adhere to the School's policies, procedures, guidelines and codes
- Adhere to health and safety guidelines and duty of care obligations and actively contribute to maintaining a healthy and safe working environment

Personal Attributes:

- Possess a positive outlook, exceptional interpersonal skills and high emotional intelligence with demonstrated ability to build authentic, collaborative relationships.
- Display empathy, commitment, resilience and be highly motivated to contribute to Collegiate's strategic goals.
- Assist Collegiate's efforts regarding cultural inclusion and respecting and embracing diversity.
- Have a strong moral and ethical compass and cultivate credibility & honesty
- Outstanding professional presentation and manner
- Commitment to the principles of equal opportunity in education for all students; and
A willingness to work within the School's Christian ethos and support the values and philosophy of the School

SELECTION CRITERIA (QUALIFICATIONS, SKILLS AND EXPERIENCE)

Skills Required:

- Ability to work collaboratively and energetically within a dynamic organisation
- High level of negotiation skills, including conflict management.
- Strong presentation skills with the ability to present to a range of audiences
- Strong organisational and planning skills
- Report writing and assessment skills
- High level written and interpersonal communication skills
- Ability to process and respond to information
- Ability to establish own work schedule to achieve designated goals

Essential Criteria:

- Current professional Psychologist registration with AHPRA
- Eligible for membership with the Australian Psychological Society
- Minimum 5 years' experience working in education or a similar environment
- Practical experience working with children, adolescents and their families
- Understanding of current theory and research relating to girls' mental health
- Experience working in a school setting from Kindergarten to Year 12
- Demonstrated experience in implementation of wellbeing and resilience building programs
- Demonstrated experience developing and implementing behaviour management plans for students with complex needs
- Maintain membership of relevant professional bodies
- Participation in professional supervision
- Participation in and sharing of relevant professional development
- Ability to respond appropriately to pressure situations
- Demonstrate a good knowledge of relevant legislation and compliance obligations
- Sound knowledge of child protection within an educational setting

CONDITIONS OF EMPLOYMENT

The successful applicant will be subject to a Working with Vulnerable Persons Check and Criminal History Records Check where applicable. Our organisation undertakes several screening processes to ensure the appropriate protection of children in its care. This includes reference checks, qualification checks and professional registration checks.

It is conditional of employment that the successful applicant:

- Hold current Tasmanian Working with Vulnerable Persons check (RWVP)
- Gain a satisfactory National Police clearance
- Be authorised to work in Australia
- Undertake mandatory child safety training

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Our organisation takes child protection seriously, and as an employee of St Michael's collegiate School you are required to meet the behaviour standards outlined in our '*Safeguarding Students and Children Policy and Code of Conduct*'. You can access a copy of these guidelines on the staff intranet, MyCollegiate.

As a part of your duties and responsibilities, you are also required to:

- provide a welcoming and safe environment for children and young people;
- promote the safety and wellbeing of children and young people to whom we provide services;
- ensure that your interactions with children and young people are positive and safe;
- provide adequate care and supervision of children and young people in your charge;
- act as a positive role model for children and young people;
- report any suspicions, concerns, allegations or disclosures of alleged abuse to management;
- maintain valid 'working with children' documentation;
- undergo periodic 'national criminal history record' checks; and
- report to management any criminal charges or convictions you receive during the course of your employment/volunteering that may indicate a possible risk to children and young people.

APPLICATIONS

For further information about the position please contact Anouk Harding, Human Resources Coordinator on (03) 6211 4994 or anouk.harding@collegiate.tas.edu.au

Applications should include:

- Application for Employment Form (located on website careers.collegiate.tas.edu.au)
- Cover letter and CV
- Address the selection criteria
- 2 Professional Referees

Applications should be forwarded via email to anouk.harding@collegiate.tas.edu.au by Friday 21 May 2021