

Position Description

Senior Psychologist

Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child’s potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young people thrive, so do our communities and our state.

Our values

We are part of the South Australian public sector and share the values of:

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

Student Support Services works with schools and preschools to provide support to assist them in meeting the needs of all children. The role requires the incumbent to participate in the implementation of a service model that supports the provision of integrated and targeted services to meet the needs of children and young people with additional needs.

The trend of increasing learner complexity is well documented in the literature. Increasing numbers of children and young people are being identified with complex learning difficulties and disabilities often with co-existing conditions such as autism and attention deficit/hyperactivity disorder. Increasing numbers of children are in schools who have difficulties arising from premature birth, have survived infancy due to advances in medical interventions, have rare neurological disorders and foetal alcohol syndrome. Behavioural issues are becoming increasingly more challenging and complex with a range of co-morbidity factors (including mental health) that require skills and expertise to identify underlying causes to better address the needs of the children and young people.



The Senior Psychologist is a member of an inter-disciplinary team, providing delegated line management, professional support and supervision to psychologists and provision psychologists and working with children and young people with developmental, cognitive, social, emotional, behavioural and physical difficulties, and exceptional needs (including giftedness) and their families. The Senior Psychologist works closely with the Team Manager, other Senior Psychologists, psychologists, preschool and school staff, and parents to develop evidence based psychological interventions that include proactive, targeted and intensive strategies that can be adapted for learning and home contexts. This position will have a greater focus on proactive whole site and Partnership approaches. The role requires the recruitment, retention, induction and professional support, development and supervision of psychologists with a focus on meeting professional and service delivery standards.

Student Support Services are on a cultural response journey, as such we value and prioritise Aboriginal ways of knowing, doing and being.

Position title	Senior Psychologist
Classification	AHP3
Division	Support and Inclusion
Directorate	Student Support Services
Location	Student Support Services local office, with flexible working arrangements available
Reports to	Team Manager
Direct reports	Psychologists
Role description date	December 2022, Review August 2024

What you will do (key outcomes)

1. Provide effective and efficient management of psychologists through recruitment, retention, induction and professional support, supervision and development strategies, including student placements.
2. Implement, monitor and evaluate professional and service delivery standards for psychologists with a focus on outcomes achieved.
3. Apply comprehensive assessment processes to identify developmental, cognitive, social, emotional, behavioural and physical difficulties, and exceptional needs (including giftedness) at individual, whole site and Partnership levels.
4. Apply professional knowledge and professional judgment in the selection and adaptation of evidence-based interventions in a range of contexts, including the learning environment, specialist learning setting and home setting.
5. Develop multi-levelled interventions that include proactive, targeted and intensive strategies in partnership with preschool and school staff and parents
6. Provide a broad range of professional, direct and consultative services across a range of service settings at the individual, group, whole site and Partnership level.
7. Undertake case coordination and management for learners requiring multiple services within and outside the agency, in collaboration with other team members.
8. Manage and prioritise personal workload by developing and coordinating workload management plans and efficiency initiatives across a team.



9. Proactively seek opportunities to improve work practices and services, by monitoring service access and outcomes, emerging trends and community needs, and contributing to ongoing evaluation of services.
10. Seek client feedback on services and respond positively to client complaints and feedback, and, as required, contribute to investigations of client complaints, with a view to informing systematic improvements in services.
11. Contribute to discipline-specific and multi-professional research, service development, innovative practices and initiatives, and advances of techniques used, through research (under direction), data analysis, evaluation of services and development of recommendations to assist management decision making.
12. Work with the team to contribute to support positive culturally inclusive environments. Seek to better understand Aboriginal cultural perspectives and take steps to weave these into everyday practice.
13. Consult and liaise with non-government and other government organisations in the provision of services.
14. Contribute to the provision of strategic information for the department by the analysis and interpretation of local data on behalf of the Team Manager.
15. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- Demonstrates knowledge gained through achievement of a recognised qualification and can apply in-depth professional knowledge and aptitude in the context of a school or preschool.
- Strongly communicates a positive sense of direction to team members. Guides team members on job requirements and the achievement of individual and team goals.
- Engages with other professionals in needs-based assessments and development and implementation of evidence based strategies for change and growth in children and young people.
- Values individual diversity and models this in all interactions. Adapts approach to suit individual differences whilst not compromising on service delivery or outcomes.
- Works effectively and maintains positive outlook under pressure. Manages setbacks, criticism and tension in meeting the service needs of the client group.
- Works collaboratively and develops productive relationships with peers, staff and stakeholders. Interacts confidently and employs perception, good listening and questioning skills and is able to communicate with people from diverse cultures and backgrounds.
- Develops and accomplishes shared goals by taking an active role in the team through contributing ideas, knowledge and expertise. Works collaboratively to achieve team goals.
- Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness and practices.
- Demonstrate knowledge and commitment to promoting and creating a safe and inclusive work environment, and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.

Who you will work with (key relationships)	Qualifications
<p>Direct working relationships</p> <ul style="list-style-type: none"> Team Manager, psychologists and provisional psychologists <p>Internal Working Relationships</p> <ul style="list-style-type: none"> Support Services Assistant Directors, Team Manager, Senior Speech Pathologists and speech pathologists, other Senior Psychologists, Occupational Therapists, Social Workers Truancy, Behaviour Support Educators, Inclusive Educators, Teachers of the Deaf and Hard of Hearing, educators and site leaders in pre-schools and schools, relevant state office personnel <p>External working relationships</p> <ul style="list-style-type: none"> Government and non-government agencies, professional associations and interstate systems/sectors, families and community groups. 	<p>Essential: Current and full registration (general) with the Psychology Board of Australia. Psychology Board of Australia approved supervisor.</p> <p>Desirable: Area of practice endorsement – educational and developmental psychology and/or clinical psychology and/or counselling psychology.</p>

Corporate responsibilities	Special conditions
<p>Keep accurate and complete records</p> <p>Act appropriately in line with the Public Sector Code of Ethics at all times</p> <p>Support diversity and promote an inclusive workplace for everyone</p> <p>Maintain a commitment to Work Health and Safety legislative requirements</p>	<p>You may need a current driver's license and be willing to drive</p> <p>You may be asked to work out of hours</p> <p>You may need to travel within or outside South Australia</p> <p>You need to achieve mutually agreed performance goals</p> <p>You must have a current Working with Children Check</p> <p>You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training</p> <p>You must be an Australian resident or provide evidence you have a current work permit</p>

<p>Assessed by: Tazeen Adnan People and Culture Consultant Workforce Central</p>		<p>Approved by: Sarah Anstey, Director Student Support Services</p>	
<p>Date: December, 2022</p>		<p>Date: August, 2024</p>	