



Position Description

Position Title	Psychologist – Grade 2
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
Function	School Development and Support
Location	<i>Bendigo</i>
Enterprise Agreement and or Award	Victorian Catholic Education Multi-Enterprise Agreement 2018
Classification	Psychologist Grade 2
Remuneration	\$113,458 (Annual rem excluding superannuation)
FTE	1.0 FTE
Motor Vehicle	Provision of motor vehicle in line with CES Ltd Policy
Status	Ongoing
Reports to	Inclusive Education Lead

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

Office Summary

The Catholic Education Sandhurst Office comprises approximately 100 employees working across 7 key functional areas, supporting over 50 schools within the Sandhurst Diocese based across Bendigo, Tatura, and Wangaratta.

The Chief position within each function reports directly to the Chief Executive Officer of Catholic Education Sandhurst (CES Ltd) and the 7 functional areas comprise of:

- Catholic Mission, Learning and Teaching
- School Development and Support
- Early Childhood Education & Care
- Student Pastoral Wellbeing
- People and Culture
- Operations; and,
- Strategy, Risk and Governance

Function Summary

The School Development & Support function provides systemic leadership across the Sandhurst Catholic Diocese relating to school improvement, Principal performance and development, and learner support.

The function provides strategic leadership for CES Ltd across three key performance domains: shaping culture, building capacity and capability, and enhancing performance across the Diocesan system of schools.

The function includes:

- School Improvement and Performance
- School Review (NSIT)
- Principal performance and development
- Learner Diversity Support; and,
- School Development, Research, and Innovation

Principal Consultants within School Improvement and Performance have responsibility to ensure clear and consistent oversight of school performance and improvement as well as enhancing school leadership capability.

The Learner Diversity team works closely with the Learning and Teaching and Student Pastoral Wellbeing functions to ensure the effective delivery and timely approach to diverse learning needs and interventions. The team strives for the achievement of best practice across all schools in the network; working collaboratively with teachers, families, parents/carers, professional external service providers and allied health professionals to ensure appropriate learning strategies are developed.

Position Summary

The CES Ltd psychologist acts as a consultant to schools to educate teachers and parents about the implications of some psychological conditions, including learning difficulties, and recommend appropriate management and teaching practices, as well as ensuring the appropriate professionals are involved with supporting each complex case. A core focus is on addressing the learning aspects of students with complex needs as well as the social, emotional, and behavioural elements that need to be addressed to ensure a student is ready to learn.

Allocated to various schools within a Deanery, the Grade 2 Psychologist provides support to diverse learners to achieve their maximum potential. Utilising psychology knowledge and skills and complying with the code of ethics and legal requirements of the psychology profession this role supports schools, individual students and families to best support the students learning and social/emotional wellbeing.

A Grade 2 Psychologist will receive professional supervision from a Grade 3 Psychologist.

Key Responsibilities

Provision of support to schools	<ul style="list-style-type: none">● Provide support to schools in their endeavours to develop a supportive and systematic approach to inclusion and diversity to support students with additional needs that is consistent with best practice and legislation.● Provide psychological skills and knowledge to support services to schools and/or individual students as determined in consultation with CES Ltd colleagues, schools and families.● Respond to requests from schools for consultation meetings with teachers to discuss individual student needs (learning/ behavioural / social), after parent consent is given, (or ensure student information is de-identified in cases where consent has not yet been provided).● Inform parents/guardians about any assessments or interventions the psychologist is planning to conduct and, where possible, consult with them regarding relevant background information of the student.● Carry out student observations and recommend evidence-based interventions.● Conduct screeners and assessments – cognitive, achievement, behavioural, social and emotional.● Support schools in Program Support Group (PSG) meetings to collaborate with Learner Diversity Leaders, Parents, Teachers, and external Allied Health providers (if needed)● Support schools in feedback meetings to collaborate with Learner Diversity Leaders, Parents, Teachers, and external Allied Health providers (if needed).● Make recommendations on interventions required.● Support schools to further understand the Multi -Tiered Systems of Support for example, Response To Intervention (RTI) framework, leading to schools developing strategic interventions at all levels.
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Maintain up to date knowledge re: evidence-based recommendations and strategies	<ul style="list-style-type: none"> ● Continually research and maintain knowledge on evidence-based recommendations and strategies. ● Maintain knowledge of and continually research screeners and psychological assessment tools that are available in the market and provide recommendations regarding appropriate assessment tools. ● Maintain up to date knowledge in psychological resources such as current research, websites and external services. ● Share resources, research and evidence based best practice.
Report writing and assessment	<ul style="list-style-type: none"> ● Score, Interpret and write assessment reports for school aged children (cognitive, adaptive, social, emotional, behavioural and achievement) which may include diagnoses, individual recommendations including referrals to medical or other allied health professionals. ● Make decisions about information presented in consultation requests – what action is required (e.g., assessment, screening, further information, Multi-Disciplinary Meetings {MDM}). ● Formulate hypotheses and make diagnoses based on background information, school and psychological assessment/screening results regarding a student's presentation, as well as make recommendations and provide strategies with a view to best supporting each student to reach their potential. ● Draw upon knowledge in diagnostic criteria such as DSM-V-TR. ● Utilise learning profiles and knowledge of social-emotional and behavioural presentations to inform recommendations. ● Use information provided by teachers and other allied health professionals to inform diagnoses and/or recommendations.
Assessment Administration & Case Management	<ul style="list-style-type: none"> ● Access ROSAE regularly to check referrals from Education Officers or Speech Pathologists. ● Upload reports – to student file in ROSAE once report has been presented to school and parent. ● Archive original written forms in CES archive system with support of CES admin staff.
Professional Supervision & Professional Development	<ul style="list-style-type: none"> ● May be required to provide reciprocal professional development between CES Ltd psychologists via regular meetings including leading complex cases discussions, presenting on relevant psychology practices and specific learning disorders, interpreting cognitive assessments and coordinating guest presenters. ● Participate in group supervision to share best practice. ● Maintain own professional development – minimum hours to maintain professional registration.

Key relationships and networks	<ul style="list-style-type: none"> ● Maintain effective working relationships with school staff including Learner Diversity Leaders, Principals, teachers and Learning Support Officers. ● Maintain strong networks with CEOS staff including other Psychologists, Speech Pathologists, Education Officers, Principal Consultants, and other CEOS teams. ● Participate in Sandhurst Psychologists network meetings. ● Attend Learner Diversity Primary and Secondary network meetings when relevant. ● May be required to collaborate with Psychologists employed in our primary and secondary schools. ● Actively participate in School Development & Support team meetings.
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Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will also be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Requirement for onsite work

- CES Ltd values flexibility and supports remote work where able. This position does require the majority of tasks to be conducted at a CES Ltd workplace and as such, the incumbent must be available to work onsite.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none">• Formal qualifications in Psychology (min 4 year APAC accredited study).• Registered Psychologist with current Australian Health Practitioner Regulation Agency (AHPRA) registration.• Current Australian Drivers Licence.
	Knowledge and Experience	<ul style="list-style-type: none">• Competent and able to complete assessments for school aged children (cognitive, social/emotional, behavioural).• Commitment to maintaining professional development/supervision as required for registration.• Strong understanding of inclusivity and diversity.• Familiarity with a range of screening and assessment tools.• Understanding of developmental psychology.• Confident with working with diverse groups.• Understanding of relevant legislation.• Familiarity with PsyBA APS Code of Ethics and Guidelines.
	Commitment to Catholic Education	<ul style="list-style-type: none">• Demonstrated commitment to the Catholic Faith with an ability to articulate the Church's mission in Catholic Education.

		<ul style="list-style-type: none"> Support the Sandhurst Catholic Ethos and Framework to serve the students enrolled within the system.
	Commitment to Child Safety	<ul style="list-style-type: none"> Hold a current Victorian Working with Children Check or Victorian Institute of Teaching (VIT) registration. Ability to demonstrate an understanding of appropriate behaviours when engaging with children. Knowledge and understanding of the requirements of the Child Safety Standards with a relevance to creating cultural safety for Aboriginal and Torres Strait Islander students and families.
	Skills and Attributes	<ul style="list-style-type: none"> Proven ability to analyse and interpret data and information to monitor and improve outcomes. Proven organisational skills, ability to prioritise own workload and to use sound judgement when managing competing demands. Effective oral and written communication skills with the ability to work collaboratively and liaise with various stakeholders. Excellent facilitation and presentation skills. Highly developed research, synthesis, statistical and written communication skills. Highly developed word processing and computer skills including a high degree of proficiency within the Microsoft Suite including Microsoft Word, Excel, PowerPoint, and Google applications. A personal approach which is caring, patient and empathetic.
Desirable	Qualifications and Registrations	<ul style="list-style-type: none"> Member of a Professional Association such as APS, AAPI.
	Knowledge and Experience	<ul style="list-style-type: none"> Experience in an education environment.
	Skills and Attributes	<ul style="list-style-type: none"> Conflict resolution skills.