Role Description
School Psychologist

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	School Operation and Performance
Location	Various
Classification/Grade/Band	School Psychologist
Role Number	Various
ANZSCO Code	272399
PCAT Code	1119192
Date of Approval	20 January 2021
Agency Website	http://www.dec.nsw.gov.au/

Agency Overview

The NSW Department of Education serves the community by providing world-class education for students of all ages. We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors. We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

Primary purpose of the role

School psychologists contribute to student wellbeing in New South Wales public schools by providing specialised psychological assessment, counselling and intervention services.

School Psychologists apply their psychological expertise to support students to achieve cognitive, emotional, social, physical and spiritual wellbeing. They complement and enhance the work of teachers to strengthen student learning and wellbeing outcomes. School Psychologists provide psychological counselling services to allocated schools from Preschool to Year 12 across a range of metropolitan, rural and remote locations.

School Psychologists are not required to teach or undertake teaching duties as defined by the Teacher Accreditation Act 2004 as amended.

Key accountabilities

- Provides counselling and psychological services to students, individually and in groups, including appropriate short term therapeutic interventions undertaken within the constraints of their training, experience and supervision

- Engages with and implements the procedures of the Professional Practice Framework for the NSW School Counselling Service

- Works in consultation with the principal, school executive, staff and student support services to improve student learning and wellbeing outcomes and implement current departmental priorities

- Contributes to the social, emotional, and academic development of students, and supports schools and students with complex behavioural needs

- Administers cognitive, social, emotional and behavioural assessment of students, reports on the results of assessments and interventions and collaborates to improve learning, wellbeing and mental health outcomes

- Works collaboratively with learning and support teams, parents and carers, and other agencies, to develop appropriate school based support for students

- Responds as part of a team to assist schools experiencing serious incidents

- Refers students and/or their families and carers to other agencies that will support the development of student health and wellbeing outcome

Key challenges

- Work with a wide range of key stakeholders, including government and non-government agencies, to deliver timely, evidence-based and tailored psychological and counselling support to students who have additional learning and support needs

- Provide psychological services for a diverse range of students experiencing complexity across Preschool to Year 12, often from more than one school

Key relationships

Who	Why
Internal	
Principals	• Works in consultation with the Principal to support school learning and wellbeing outcomes
District Guidance Officer/Senior Psychologist, Education	• Engages in professional practice supervision with the Senior Psychologist Education/ District Guidance Officer
Educational Services Teams (Provide support to schools to enhance learning and engagement opportunities for students with additional learning and support needs)	• Works in collaboration with Educational Services teams to develop appropriate school based support for students
Students	• Provides counselling and psychological services to students to improve student learning and wellbeing outcomes
Parents/Carers	• Works collaboratively with parents and carers to improve student learning and wellbeing outcomes
External	
External Agencies	• Liaises with relevant stakeholders to provide coordinated and collaborative support for students • Refers students and/or their families and carers to other agencies that will support the development of student mental health and wellbeing outcomes

Role dimensions

Decision making

The role requires school psychologists to work in accordance with relevant legislative requirements, policies, procedures and guidelines of the NSW Department of Education and the Psychology Board of Australia.

Sound decision making is achieved by assessing priorities, workload and in consultation with the School Principal and the District Guidance Officer/Senior Psychologist, Education as required.

Reporting line

- School Psychologists work as part of a team and are professionally supervised by the District Guidance Officer/Senior Psychologist Education.

- School Psychologists are assigned to a base school and are administratively responsible to the principal. School Psychologists may also provide psychological counselling services to other NSW public schools. Where they provide a service to schools other than their base, they are responsible to those schools' respective principals for service planning and delivery.

Direct Reports

Nil

Budget/Expenditure

Nil

Essential requirements

- Knowledge of and commitment to the Department's Aboriginal Education Policy, Partnership Agreement with the NSW AECG Inc. and the Diversity and Inclusion Strategy.

- Registered or provisionally registered psychologist with the Psychology Board of Australia.

- Valid and current Working with Children Check clearance.

- Ability and willingness to travel between work sites. This will require a current and valid driver's licence with permission to drive by one-self.

Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at www.psc.nsw.gov.au/capabilityframework

Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	**Capability Name**	**Level**
Personal Attributes	Display Resilience and Courage	Intermediate
	Act with Integrity	**Adept**
	Manage Self	Adept
	Value Diversity	**Adept**
Relationships	**Communicate Effectively**	**Adept**
	Commit to Customer Service	Adept
	Work Collaboratively	**Intermediate**
	Influence and Negotiate	Intermediate
Results	Deliver Results	Intermediate
	Plan and Prioritise	**Intermediate**
	Think and Solve Problems	**Adept**
	Demonstrate Accountability	Intermediate
Business Enablers	Finance	Foundational
	Technology	**Intermediate**
	Procurement and Contract Management	Foundational
	Project Management	Intermediate

Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
Personal Attributes Act with Integrity	Adept	• Represent the organisation in an honest, ethical and professional way and encourage others to do so • Demonstrate professionalism to support a culture of integrity within the team/unit • Set an example for others to follow and identify and explain ethical issues • Ensure that others understand the legislation and policy framework within which they operate • Act to prevent and report misconduct, illegal and inappropriate behaviour
Personal Attributes Value Diversity	Adept	• Seek to promote the value of diversity for the organisation • Recognise and adapt to individual differences and working styles • Support initiatives that create an environment in which diversity is valued
Relationships Communicate Effectively	Adept	• Tailor communication to the audience • Clearly explain complex concepts and arguments to individuals and groups • Monitor own and others' non-verbal cues and adapt where necessary • Create opportunities for others to be heard • Actively listen to others and clarify own understanding • Write fluently in a range of styles and formats
Relationships Work Collaboratively	Intermediate	• Build a supportive and co-operative team environment • Share information and learning across teams • Acknowledge outcomes which were achieved by effective collaboration • Engage other teams/units to share information and solve issues and problems jointly • Support others in challenging situations

Results	Intermediate	• Understand the team/unit objectives and align operational activities accordingly
		• Initiate, and develop team goals and plans and use feedback to inform future planning
Plan and Prioritise		• Respond proactively to changing circumstances and adjust plans and schedules when necessary
		• Consider the implications of immediate and longer term organisational issues and how these might impact on the achievement of team/unit goals
		• Accommodate and respond with initiative to changing priorities and operating environments

NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
Results Think and Solve Problems	Adept	• Research and analyse information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems and select the most effective solutions from a range of option • Participate in and contribute to team/unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness
Business Enablers Technology	Intermediate	• Apply computer applications that enable performance of more complex tasks • Apply practical skills in the use of relevant technology • Make effective use of records, information and knowledge management functions and systems • Understand and comply with information and communications security and acceptable use policies • Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies