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**POSITION DETAILS:**

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**Position Title:** School Psychologist OR Guidance Counsellor

**Group:** Wellbeing and Pastoral Care Team

**Supervisor:** Head of Wellbeing

**Date of Last Review:** November 2023

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**PRIMARY ROLE/PURPOSE:**

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The School Psychologist or Guidance Counsellor is primarily responsible for providing psychological services or guidance counselling to **PP-12** students (including career, social and emotional concerns). These services will be provided as part of the School's Wellbeing and Pastoral Care system and Health Programs. The position aims to improve student wellbeing and academic success by offering preventative psychoeducation and brief psychological interventions.

To achieve this responsibility, the position is expected to maintain effective relationships with students, parents and staff.

The School Psychologist or Guidance Counsellor will ensure all School policies and procedures are adhered to by:

- Complying with legal obligations of an education establishment.
- Complying with the Child Protection Policy and the Child Protection from Harm protocols.
- Complying with established industrial relations practices and requirements.
- Delivering a high quality, professional service in keeping with the professional standards of psychology.
- Identifying and assessing the needs and expectations of others.
- Ensuring that the wellbeing of all students is closely monitored, and any concerns are reported to the appropriate support and leadership staff.
- Understanding that at no time does any worker have the authority to reprimand any student or any co-worker, but to take responsibility to report any issue to the Head of Wellbeing, or any member of the School's Senior Leadership Team.

The School Psychologist or Guidance Counsellor reports to the Head of Wellbeing. Working in close liaison with the Head of Wellbeing, the Wellbeing and Pastoral Care Team (including House Leaders, House Tutors, School Nurse), Teachers, and the Senior Leadership Team, the position is expected to work autonomously, but within a team environment to achieve the stated goals.

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**KEY ACCOUNTABILITIES:**

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The position is responsible for the following services and functions:

- **Psychological Services:**

- Provide counselling to students experiencing significant social, emotional, behavioural, and academic concerns. Provide brief therapeutic interventions, case management, follow-up support, external referral information and professional recommendations to students, teachers and parents.
- Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, School staff and external support agencies in order to provide a comprehensive support, case management and referral service which optimises student access and engagement in education programs.
- Develop and facilitate group activities (workshops, seminars, group counselling) for students to promote and enhance positive mental health and personal wellbeing.
- Assist the School in response to student protection issues, critical incidents and risk assessments, which may involve the development and appropriate distribution of individualised student safety plans.
- Collect and contribute to statistics which assist in the investigation, analysis and reporting on student referral reasons, referral pathways and engagement in psychological services.
- Balance the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others, and maintain a comprehensive and professional record keeping system that complies with professional ethics, School policy and legal requirements of parental access to official records.
- Participate in relevant professional development and comply with mandatory requirements to maintain professional registration.
- Prepare and implement professional and personal skill development programs relating to positive mental health education for administrators, teachers and parents.
- Participate in, and support the School in Student Protection training; and contribute to the regular review and audit of Student Protection requirements and policy.

- **Wellbeing Health Programs:**

- Collaborate with the Head of Wellbeing to assess the emerging trends and needs of students around programs supporting their mental health and personal wellbeing.
- Contribute to the regular evaluation of Wellbeing Health offerings and respond to wellbeing assessment trends specific to age groups and cohorts.
- Contribute to the facilitation and development of the School's Wellbeing Health Programs, presentations and programs offered to students, staff and parents.

- **Learning Support:**

- Conduct appropriate psychoeducational assessments in the investigation of student learning difficulties, disability or psychological concerns in order to make recommendations for educational adjustments and interventions.
- Work collaboratively with Learning Support staff to contribute to applications for Special Consideration for internal assessment.
- Assist in the external referral and case management of students with complex learning or social/emotional difficulties in the submission of AARA or EAS special consideration applications.
- Support Admissions by reading and commenting on enrolment requests and reports for students with complex learning needs.
- Contribute to NCCD census data collection.
- Attend and contribute to Additional Learning Needs meetings, as required.

## **EMPLOYEE RELATIONS**

### **Goals:**

- To display positive interpersonal skills needed for the delivery of quality service, with a particular emphasis on communication and teamwork by:
  - Communicating effectively one on one in the workplace.
  - Communicating effectively in the workplace.
  - Participating effectively as a member of a team.
  - Presenting a positive image of the School.
  - Providing confidential employee and client relations for counselling and any grievance procedure that may take place.
  - Presenting a professional and dynamic image to employees, clients and visitors to the School at all times.
  - Initiating and driving the business forward by directly representing the School's ethos.

## **SELF MANAGEMENT**

### **Goals:**

- To demonstrate the very highest level of personal insight, initiative and maturity in all that is done and to display a sense of flexibility and willingness to work as an integral member of the team.

## **WORKPLACE HEALTH AND SAFETY**

### **Goals:**

- To ensure a safe and healthy work environment is provided for students, employees and visitors to the School and that all areas in the control of the Facilities & Property Manager are in compliance with the current legislation by:
  - Complying with the Workplace Health and Safety Legislation.
  - Complying with the School's Workplace Health and Safety policies.
  - Implementing documented basic safety practices.
  - Implementing documented basic security practices.
  - Implementing hygienic practices through adherence to policy and procedures.
  - Preventing hygiene risks and problems through adherence to policy and procedures.

## **OTHER**

- Additional duties as directed by the Acting Principal.

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**KEY SELECTION CRITERIA:**

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**Qualifications**

- Postgraduate or further qualifications in psychology or related field; **and/or** Master of Education in Guidance and Counselling.
- Current full registration as a Psychologist with AHPRA **and/or** current full registration with Queensland College of Teachers.

**Essential**

- Demonstrated competence in individual, family, group and crisis counselling, preferably within an educational context.
- Ability to maintain confidentiality and a high level of ethical practice.
- Demonstrated ability to maintain accurate records and prepare reports.
- Proven ability to work effectively as a member of a team, with high levels of accountability.
- Excellent communication and interpersonal skills. Demonstrated ability to communicate effectively with students, parents, staff and other community stakeholders.
- **If not a Teacher**, must have possession of a current Blue Card (Working with Children Check by Blue Card Services). This is non-negotiable. The successful candidate must have a current Blue Card before commencing work at the School;
- Agree to undergo a Criminal History/Police Check conducted by the School;
- Agree to be checked against the Anglican Church's National Professional Standards Register;
- **Must be an Australian resident and eligible to work in Australia.**

**Criminal History Checks**

- The School will conduct a Criminal History/Police Check on the successful applicant;
- The offer of this position is subject to the successful outcome of the Police Check and the possession of a current Blue Card (Working with Children Check by Blue Card Services);
- Should the Police Check or Blue Card reveal a negative outcome, this position will be immediately withdrawn.

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**AUTHORISATION:**

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I hereby agree that this Position Description accurately reflects work requirements.

**Acting Principal**

John O'Sullivan Williams  
Name

Signature

Date

**School Psychologist****OR****Guidance Counsellor**

Name

Signature

Date

## ATTACHMENT – ST PAUL’S SCHOOL

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### ETHOS STATEMENT

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**The School’s Purpose is** “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

**The School’s Vision is** “Transforming educational thinking and practice.”

#### **The School’s Values are:**

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

#### **We value Faith believing where:**

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

#### **We value Learning where:**

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional, and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our learning frameworks which are embedded from PP-12 across all Learning Areas.

#### **We value Community where:**

- Students, staff, and families support the aims, purpose, and mission of the School and serve one another using their God-given gifts.
- Students, staff, and families grow together in faith and learning, promoting love, justice, and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

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## **SCHOOL EXPECTATIONS**

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All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

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## **LEADERSHIP EXPECTATIONS**

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"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.

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## **ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT**

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Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.