Role Description
Leader Psychology Practice

Agency	NSW Department of Education
Division/Branch/Unit	School Operation and Performance
Location	Various
Classification/Grade/Band	Leader Psychology Practice
Senior Executive Work Level Standards	
Kind of employment (Executive roles only)	Ongoing
Child Related Role (Executive roles only)	Yes
ANZSCO Code	
Role Number	Various
PCAT Code	
Date of Approval	June 2023
Agency Website	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

The Leader Psychology Practice leads a team of Senior Psychologists Education and District Guidance Officers in NSW public schools to implement professional practices consistent with the standards of the Department and the Psychology Board of Australia.

The Leader Psychology Practice develops and implements strategies to enhance psychology services in schools, including professional development and support for the school counselling workforce.

Key accountabilities

- Provides professional practice supervision to Senior Psychologists Education and District Guidance Officers, including professional support in complex case presentations
- Engages with and implements the procedures of the Professional Practice Framework for the NSW School Counselling Service
- Supports principals in the implementation of performance and development processes for Senior Psychologists Education and District Guidance Officers
- Leads the development and implementation of effective models of peer consultation and group supervision within the school counselling service
- Leads and supports high quality professional development and professional practice supervision of the school counselling service, including those working towards registration as a psychologist with the Psychology Board of Australia
- Advises Senior Psychologists Education and District Guidance Officers in the development of the professional practice of the school counselling service with a focus on improving student outcomes
- Supports the implementation of the core school counselling allocation to schools and recruitment processes for the school counselling service
- Provides specialist advice to senior officers within the Department on matters requiring psychological expertise, and to schools experiencing serious incidents

Key challenges

- Establish effective, evidence-based supervision processes for school counselling staff, whilst maintaining the dual responsibility of clinical and administrative supervision
- Build strong, collaborative relationships with internal and external stakeholders, including multidisciplinary teams, to identify and respond to complex and sensitive issues relating to the delivery of school counselling services

Key relationships

Who	Why
Internal	
Principals	• Collaborates with, supports and provides advice to principals in relation to performance and development processes for school counselling staff; school counselling allocations and resourcing of school counselling teams
Senior Psychologists Education and District Guidance Officers	• Provides clinical supervision of Senior Psychologists Education and District Guidance Officers
Student Support and Specialist Programs and Student Health and Mental Wellbeing	• Consults with and seeks advice from the units in relation to policy, resourcing and coordination of the state-wide school counselling service
Principal Psychologist	• The Principal Psychologist provides the supervision and professional practice support of the Leaders Psychology Practice
Stakeholders	• Liaises and consults with relevant state office units and directorates, government departments, parents and external agencies as required
External	
External agencies	• Provides leadership, management and coordination of departmental student wellbeing priorities and initiatives with partner agencies such as NSW Ministry of Health (School Link) and the NSW Mental Health Commission • Liaises and consults with relevant government departments, parents and external agencies as required

Role dimensions

Decision making

The role requires the Leader Psychology Practice 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 principals, senior executive corporate staff and the Principal psychologist

Reporting line

Leaders Psychology Practice are assigned to a base school and are administratively responsible to the principal of that base school.

Leaders Psychology Practice are professionally supervised by the Principal Psychologist within the Child Wellbeing and Mental Health Services team.

Direct reports

Senior Psychologists Education and District Guidance Officers

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
- Valid and current NSW Working with Children Check
- General Registration as a Psychologist with the Psychology Board of Australia
- Current driver's licence and ability to travel between work sites

Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at http://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**
	Display Resilience and Courage	**Adept**
	Act with Integrity	Adept
	Manage Self	**Advanced**
	Value Diversity and Inclusion	Adept
	Communicate Effectively	**Advanced**
	Commit to Customer Service	Adept
	Work Collaboratively	**Advanced**
	Influence and Negotiate	**Adept**
	Deliver Results	Adept
	Plan and Prioritise	**Adept**
	Think and Solve Problems	**Adept**
	Demonstrate Accountability	Adept
	Finance	Intermediate
	Technology	Intermediate
	Procurement and Contract Management	Intermediate
	Project Management	Intermediate
	Manage and Develop People	**Advanced**
	Inspire Direction and Purpose	**Adept**
	Optimise Business Outcomes	Adept
	Manage Reform and Change	Adept

Focus capabilities for the role

It is expected that an employee new to the role will demonstrate immediate competence in each of the Focus Capabilities. The level indicated is a minimum requirement for immediate competence in the role.

In addition, behavioural indicators need to be specified for each of the focus capabilities (sourced directly from the Capability Framework).

Focus capabilities		
Capability Group: *Personal attributes*		
Capability Set	**Level**	**Behavioural indicators**
Display Resilience and Courage	Adept	• Be flexible, show initiative and respond quickly when situations change • Give frank and honest feedback and advice • Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately • Raise and work through challenging issues and seek alternatives • Remain composed and calm under pressure and in challenging situations
Manage Self	Advanced	• Act as a professional role model for colleagues, set high personal goals and take pride in their achievement • Actively seek, reflect and act on feedback on own performance • Translate negative feedback into an opportunity to improve • Take initiative and act in a decisive way • Demonstrate a strong interest in new knowledge and emerging practices relevant to the organisation

Capability Group: *Relationships*		
Capability Set	**Level**	**Behavioural indicators**
Communicate Effectively	Advanced	• Present with credibility, engage diverse audiences and test levels of understanding • Translate technical and complex information clearly and concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Contribute to and promote information sharing across the organisation • Manage complex communications that involve understanding and responding to multiple and divergent viewpoints • Explore creative ways to engage diverse audiences and communicate information • Adjust style and approach to optimise outcomes • Write fluently and persuasively in plain English and in a range of styles and formats
Work Collaboratively	Advanced	• Recognise outcomes achieved through effective collaboration between teams • Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government • Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions • Network extensively across government and organisations to increase collaboration • Encourage others to use appropriate collaboration approaches and tools, including digital technologies
Influence and Negotiate	Adept	• Negotiate from an informed and credible position • Lead and facilitate productive discussions with staff and stakeholders • Encourage others to talk, share and debate ideas to achieve a consensus

		• Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes • Influence others with a fair and considered approach and sound arguments • Show sensitivity and understanding in resolving conflicts and differences • Manage challenging relationships with internal and external stakeholders • Anticipate and minimise conflict
Capability Group: *Results*		
Capability Set	**Level**	**Behavioural indicators**
Plan and Prioritise	Adept	• Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work • Initiate, prioritise, consult on and develop team and unit goals, strategies and plans • Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses • Ensure current work plans and activities support and are consistent with organisational change initiatives • Evaluate outcomes and adjust future plans accordingly
Think and Solve Problems	Adept	• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness

		• Identify and share business process improvements to enhance effectiveness
Capability Group: *People Management*		
Capability Set	**Level**	**Behavioural indicators**
Manage and Develop People	Advanced	• Refine roles and responsibilities over time to achieve better business outcomes • Recognise talent, develop team capability and undertake succession planning • Coach and mentor staff and encourage professional development and continuous learning • Prioritise addressing and resolving team and individual performance issues and ensure that this approach is cascaded throughout the organisation • Implement performance development frameworks to align workforce capability with the organisation's current and future priorities and objectives
Inspire Direction and Purpose	Adept	• Promote a sense of purpose, and help the team to understand the strategic direction of the organisation and the needs of customers and stakeholders • Translate broad organisational strategy and goals into tangible team goals and explain the links for the team • Ensure that team objectives and outcomes lead to the implementation of government priorities and create value for customers and stakeholders • Work to remove barriers to achieving goals