Role Description

Senior Psychologist Education

Agency	NSW Department of Education
Division/Branch/Unit	School Operation and Performance
Location	Various
Classification/Grade/Band	Senior Psychologist Education
ANZSCO Code	272399
Role Number	TBA
PCAT Code	1119192
Date of Approval	October 2021
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 Senior Psychologist Education coordinates and professionally supervises a team of school counsellors and school psychologists to deliver high quality psychological services to schools. They work closely with schools, other members of educational services teams and agencies to improve student learning and wellbeing outcomes

The Senior Psychologist Education provides professional leadership in the delivery of psychological services to school communities.

Senior Psychologists Education will not be required to teach or undertake teaching duties as defined by the Teacher Accreditation Act 2004 as amended.

Key accountabilities

- Provides individual and group professional practice supervision to build the capacity of school counselling staff, including the supervision of school counselling staff working towards registration with the Psychology Board of Australia.
- Engages with and implements the procedures of the Professional Practice Framework for the NSW School Counselling Service
- Works in collaboration with principals to provide leadership to the school counselling service, to support professional learning and the performance and development processes.
- Assists school counselling staff in their work with schools to respond to students requiring additional wellbeing and psychological support
- Supports the whole school response and coordinates the provision of psychological support to schools experiencing serious incidents.
- Builds the capacity of staff to support student wellbeing and mental health.
- Contributes to the Department's support of students with disability and learning and support needs.
- Coordinates and maintain systems and procedures, including test budgets, to facilitate effective service delivery

Key challenges

- Develop and implement effective models of clinical supervision for school counselling service staff, including group supervision and facilitating peer consultation
- Facilitate interagency connections and provision of advice and support for school counselling service staff, principals and educational services teams working with students experiencing social emotional and/or environmental complexity

Key relationships

Who	Why
Internal	
Principals	• Works in consultation with the Principal to support school learning and wellbeing outcomes
Leaders Psychology Practice	• Engages in professional practice supervision with the Leader Psychology Practice
School Counsellors and School Psychologists	• Provides advice and supervision in the provision of school based psychological services
External	
External Agencies	• Establishes effective partnerships with local agencies to assist schools to meet the learning, wellbeing and mental health needs of students

Role dimensions

Decision making

The role requires the Senior Psychologist Education 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, leaders psychology practice and other executive staff.

Reporting line

Senior Psychologists Education are professionally supervised by the Leaders Psychology Practice. Senior Psychologists Education are assigned to a base school and are administratively responsible to the principal.

Direct reports

School Counsellors and School Psychologists

Budget/Expenditure

Nil

Essential requirements

- Registration as a psychologist.
- Valid and current Working with Children Check clearance
- 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	Adept
	Communicate Effectively	**Advanced**
	Commit to Customer Service	Adept
	Work Collaboratively	**Adept**
	Influence and Negotiate	**Adept**
	Deliver Results	Intermediate
	Plan and Prioritise	**Intermediate**
	Think and Solve Problems	**Adept**
	Demonstrate Accountability	Adept
	Finance	Intermediate
	Technology	Intermediate
	Procurement and Contract Management	Intermediate
	Project Management	Intermediate
	Manage and Develop people	**Adept**
	Inspire Direction and Purpose	**Adept**
	Optimise Business Outcomes	Intermediate
	Manage and Reform Change	Intermediate

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**
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]
Manage Self	Advanced	• Stay calm and act constructively in highly pressured and unpredictable environments • Give frank, honest advice in the face of strong, contrary views • Accept criticism of own ideas and respond in a thoughtful and considered way • Welcome new challenges and persist in raising and working through novel and difficult issues • Develop effective strategies and show decisiveness in dealing with emotionally charged situations, difficult and controversial issues
Capability Group: *Relationships*		
Capability Set	**Level**	**Behavioural indicators**
Communicate Effectively	Advanced	• Present with credibility, engage varied audiences and test levels of understanding • Translate technical and complex information concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Actively listen and encourage others to contribute inputs • Adjust style and approach to optimise outcomes • Write fluently and persuasively in a range of styles and formats
Work Collaboratively	Adept	• Encourage a culture of recognising the value of collaboration • Build co-operation and overcome barriers to information sharing and communication across teams/units • Share lessons learned across teams/units • Identify opportunities to work collaboratively with other teams/ units to solve issues and develop better processes and approaches to work

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 and explain the need for compromise • Influence others with a fair and considered approach and sound arguments • Show sensitivity and understanding in resolving conflicts and differences • Manage challenging relations with internal and external stakeholders • Pre-empt and minimise conflict
Capability Group: *Results*		
Capability Set	**Level**	**Behavioural indicators**
Plan and prioritise	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 • 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
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 options • 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
Capability Group: *People Management*		
Capability Set	**Level**	**Behavioural indicators**
Manage and Develop People	Adept	• Define and clearly communicate roles and responsibilities to achieve team/unit outcomes • Negotiate clear performance standards and monitor progress • Develop team/unit plans that take into account team capability, strengths and opportunities for development • Provide regular, constructive feedback to build on strengths and achieve results • Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way • Monitor and report on performance of team in line with established performance development frameworks

Inspire Direction and Purpose	Adept	• Promote a sense of purpose within the team and enable others to understand the strategic direction of the organisation • Translate broad goals into operational needs and explain the links for the team • Link team performance goals to team/unit goals to ensure implementation of government policy • Ensure team objectives and outcomes lead to implementation of government policy • Recognise and acknowledge high individual/team performance