

# Department of Education

## STATEMENT OF DUTIES – April 2022

<b>Title</b>	Senior School Psychologist
<b>Number</b>	Generic
<b>Division</b>	Learning (Support)
<b>Branch</b>	Specified Learning Services
<b>Section</b>	Student Support
<b>Sub-Section/Unit/School</b>	N/A
<b>Supervisor</b>	Manager Professional Support Staff
<b>Award/Agreement</b>	Teaching Service (Tasmanian Public Sector)
<b>Classification</b>	Band 3 Level 1
<b>Employment Conditions</b>	<p>Permanent or fixed-term, full or part-time as specified, up to 76 hours per fortnight, 52 weeks per year including 4 weeks recreation leave and 7.8 weeks additional leave, (2 weeks attendance during this leave at mutually agreed time). Interstate and intrastate travel may be required.</p> <p>School Psychologists are part of a statewide public education system and may, in accordance with the provisions of the State Service Act 2000, and the Department of Education Teacher Transfer/Assignment of Permanent Duties Industrial Agreement 2013 and the Teaching Service (Tasmanian Public Sector) Award, be transferred to any other location on a temporary or permanent basis. If permanently transferred to meet departmental requirements, reasonable expenses will be met.</p>
<b>Location</b>	The current location is within a specified Learning Service but this may be subject to negotiation.

### The Role

Lead a school psychology team to provide a child and adolescent psychological service which supports students and families, contributing to capacity building of school communities to improving students' access, participation and achievement.

## Level of Responsibility/ Direction and Supervision

Responsible for the effective delivery of student psychological services and the professional management of the assigned caseload in the Learning Service within allocated resources and budget.

The occupant is also responsible for leading change, providing general and professional practice supervision and facilitating professional activities for assigned school psychologists.

The occupant is expected to act independently on a day to day basis and work with minimum direction. Broad direction provided through the:

- Student Support Leader on operational issues and specific service outcomes relevant to the Department of Education Strategic Plan
- School principal where duties and responsibilities are undertaken in a particular school
- Supervisor regarding broad strategic leadership

The department has a range of delegations in operational areas including Finance, Human Resources and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with any specified limitations.

## Primary Duties

1. Undertake educational and psychological assessment and diagnosis in all areas of child and adolescent development, including high level management of, and advice regarding, complex cases
2. Plan evidence-based interventions in collaboration with other staff, relevant professionals and parents.
3. Participate as a member of a multi-disciplinary senior professional support staff team and contribute to the development, implementation and evaluation of those aspects of the Department of Education Strategic Plan which are relevant to Student Support and Learning Services.
4. Provide professional learning and information to build capacity of schools and families to improve students' learning and developmental outcomes.
5. Provide psychological counselling, therapy and programs for individuals and groups for a range of mental health, emotional and family issues.
6. As required respond to systemic needs including staff development, supportive school community strategies and state-wide initiatives.
7. Provide general supervision, and portfolio leadership for school psychologists on such matters as professional learning, professional practice supervision, recruitment, Performance Development Plans, and inter-agency liaison.
8. Provide leadership, advice and specialist support in response to critical incidents and emergencies.
9. Collect, collate and maintain student information and records to meet legislative and DoE requirements to inform research and policy development.
10. Perform other duties as envisaged by the assigned classification under the relevant industrial award or agreement and in accordance with the skills, competence and training of the occupant.

## Selection Criteria

Employment in the State Service is governed by the State Service Act 2000 and employment decisions must be based on merit. A decision relating to appointment or promotion is based on merit if:

- an assessment is made of the relative suitability of the candidates for the duties; and
- the assessment is based on the relationship between the candidates' work-related qualities and the work related qualities genuinely required for the performance of the duties; and
- the assessment focuses on the relative capacity of the candidates to achieve outcomes related to the duties; and
- the assessment is the primary consideration in making the decision.

Work-related qualities might include; skills and abilities; qualifications, training and competencies; standard of work performance; capacity to produce required outcomes; relevant personal qualities; and demonstrated potential for future development.

The following specific selection criteria must be addressed by candidates in this context. The nominated role and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Proven experience and advanced competencies in an educational setting in psychological assessment and diagnosis of complex child and adolescent developmental issues
2. Proven experience and advanced competencies in evidence based therapeutic interventions of complex child and adolescent developmental issues preferably within an educational context.
3. Significant experience as a school psychologist including demonstrated high level professional judgement, leadership and professional practice supervision.
4. Proven high level oral, written and interpersonal communication skills, with application to the resolution of complex situations involving conflict and advocacy
5. Demonstrated high level of professional self-direction, initiative, and flexibility to deliver quality educational service outcomes, particularly within a multidisciplinary team.
6. Proven ability to work in an inclusive educational environment and respond to systemic needs including staff development, supportive school community strategies and state-wide initiatives.

## Requirements

- Essential**
- Qualifications as established by the Tasmanian Industrial Commission in the Teaching Service (Tasmanian Public Sector) Award
  - General registration with the Psychology Board of Australia in accordance with the provisions of the *Health Practitioner Regulation National Law (Tasmania) Act 2010*.
  - Approval from the Psychology Board of Australia as a Board-approved supervisor.
  - The *Registration to Work with Vulnerable People Act 2013* requires persons undertaking work in a regulated activity to be registered. A regulated activity is a child related service or activity defined in the *Registration to Work with Vulnerable People Regulations 2014*. This registration must remain current and valid at all times whilst employed in this role and the status of this may be checked at any time during employment.
    - Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)
- Desirable**
- Membership with the Australian Psychological Society.
  - Eligible for Teacher Registration in Tasmania
  - A current driver's licence.

## Working within the Department of Education

The Department is responsible for providing public education, vocational education and training, adult and community education, and library and archive services throughout Tasmania.

Our strategic focus is centered on achieving the Tasmanian Government's priorities for education, training and information services. These priorities are expressed through the goals of the *Learners First: Every Learner, Every Day* Strategic Plan, and the *Libraries Tasmania Strategy*.

<b>Our Commitment</b>	Working together we inspire and engage all learners to learn more every day.
<b>Our Values</b>	Aspiration, Respect, Courage and Growth.
<b>Our Goals</b>	Access, Participation and Engagement; Early Learning; Wellbeing; Literacy and Numeracy.

Our strategies aim to transform the way Tasmanians access education, training and information services, provide a fresh and exciting approach to lifelong learning and build an education system that inspires and supports all learners to succeed as connected, resilient, creative and curious thinkers.

## Information and Records Management

All employees are responsible and accountable to:

- Create records according to the business needs and business processes of their business unit or school that adequately document the business activities in which they take part.
- Register documents in an approved Business Information Management System.
- Access information for legitimate work purposes only.

All employees must not:

- Destroy delete or alter records without proper authority; or
- Remove information, documents or records from the Department without permission.

## State Service Principles and Code of Conduct

Employment in the State Service is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the State Service Act 2000 and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DoE Condition of Use policy statement located at [Department of Education: Information technology policies](#)

## Work Health and Safety and Workplace Diversity

The Department is committed to high standards of performance in respect of work health and safety and managing diversity. All employees are expected to promote and uphold the principles of fair and equitable access to employment/promotion, personal development and training and the elimination of workplace harassment and discrimination.

In accordance with the Work Health and Safety Act 2012, all employees whilst at work are expected to participate in maintaining safe working conditions and practices and take reasonable care for their own health and safety, ensuring their actions do not adversely affect the health and safety of others. All employees are expected to comply with any reasonable instruction given by the Agency to ensure compliance with the Act and collaborate with Agency work health and safety policies, procedures and guidelines.

The Department of Education is committed to providing a safe workplace for all employees and has zero tolerance to all forms of violence.

State Government workplaces and vehicles are non smoking environments.

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**Category/funding/restrictions:** Permanent or Fixed Term. Cost code: Specified for the School/College or Business Unit.

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**HR Office use only:**

**APPROVED BY HRM DELEGATE:** 973874 – Assistant Director Workforce and Personnel Services – DATE Request:

Date Duties and Selection Criteria Last Reviewed: 06/21 DRL/PG

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