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| **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** | Insert date of approval |
| **Agency Website** | [www.dec.nsw.gov.au](http://www.dec.nsw.gov.au) |

**Agency overview**

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people

**Primary purpose of the role**

Senior Psychologists Education coordinate and professionally supervise 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

Senior Psychologists Education provide professional leadership in the delivery of psychological services to school communities and have a key leadership role as part of the networked specialist centres.

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**

* Supervise, in collaboration with principals, the performance and development of school counsellors and school psychologists and the maintenance of relevant skills
* Provide leadership to school counsellors and school psychologists, including those who are working towards registration as psychologist
* Assist school counsellors and school psychologists in their work with schools to respond to students requiring additional wellbeing and psychological support
* Coordinate the provision of counselling services to schools experiencing emergencies
* Contribute to the Department's support of students with disability and learning and support needs.
* Contribute to the operational leadership for networked specialist centre services
* Establish effective partnerships with local agencies to assist schools to meet the wellbeing needs of students, in particular those students needing psychological intervention.
* Coordinate 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 connection 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
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| Leaders Psychology Practice | * Engages in supervision with the Leader Psychology Practice in relation to psychological practice
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| School Counsellors and School Psychologists | * Provides advice and supervision in the provision of school based psychological services
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| Networked Specialist Facilitators | * Provides advice in matters requiring psychological expertise
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| **External** |  |
| External Agencies | * Establishes and maintains effective collaborative relationships with relevant stakeholders to facilitate the provision of coordinated support for students with complex needs
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**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 the relevant supervisor

## 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** |
| Personal attributes | Display Resilience and Courage | Adept |
| **Act with Integrity** | **Adept**  |
| **Manage Self** | **Advanced** |
| Value Diversity | Adept |
| Relationships | **Communicate Effectively** | **Advanced** |
| Commit to Customer Service | Adept |
| **Work Collaboratively** | **Adept** |
| **Influence and Negotiate** | **Adept** |
| Results | Deliver Results | Intermediate  |
| **Plan and Prioritise** | **Intermediate** |
| **Think and Solve Problems** | **Adept** |
| Demonstrate Accountability | Adept |
| Business enablers | Finance | Intermediate |
| Technology | Intermediate |
| Procurement and Contract Management | Intermediate |
| Project Management | Intermediate |
| People management | **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](http://www.psc.nsw.gov.au/sector-support/capability-framework)).

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| 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
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| **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
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| **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
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| **Capability Group: *Business Enablers*** |
| **Capability Set** | **Level** | **Behavioural indicators** |

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| **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
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| **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
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