



St Mary's College

Psychologist or Counsellor

Role Description

St Mary's College Seymour is a Catholic College that has its origins in the vision and history of Catherine McAuley who founded the Sisters of Mercy on 12 December, 1831 in Dublin, Ireland. The College is governed by Melbourne Archdiocese Catholic Schools (MACS). The College has a dedicated staff, committed Advisory Council and Parents & Friends Association, supportive parent community and a parish led by Fr Eugene Ashkar. The College motto, 'Protect and Care for Us' values every member of our College community. St Mary's is a dynamic learning environment with high expectations.

A major curriculum investment has been made in the research and evidence based MultiLit Literacy Program from Macquarie University. MultiLit is a direct instructional intervention approach to improving student literacy skills and is driving the College Strategic Intent improve reading outcomes for all students.'

A F-12 Pathway Committee was formed in 2021 to research a return to Year 12 with former Principal of St Thomas Aquinas College, Ringwood Mr. Anthony O'Byrne appointed Project Manager. ROAM Architects are developing the College Master plan to be completed in Term One 2022. The Master Plan will provide for learning into the future and for the population growth of Seymour and the Mitchell Shire, which is ranked at the top for future growth. A new F-2 Primary Learning Centre will be opened for use in 2022, providing a state of the art learning environment for our younger students.

A holistic education brings together faith, community, friends and learning. At St Mary's we develop the skills and knowledge that will assist students to become motivated and thoughtful citizens, promoting achievement, wellbeing and engagement.

Our College believes that all things are possible when students understand their God-given gifts and abilities and we nurture the belief that every student is capable of achieving what is possible. Academic success, student wellbeing and faith formation assist students to grow from curious Foundation students into responsible, respectful and capable young adults who understand the importance of giving back to their family, College and to the wider community.

Our teaching and non-teaching staff are role models, inspiring students in their enthusiasm to learn. At St Mary's we believe that nurturing a personal relationship with Christ is our greatest responsibility. We are a College excited about the future and what it holds for our College community.

Best wishes

Wayne Smith
Principal

DipEd(ACU) DipREd(ACU) BEd(ACU) GradCertEdAdmin(Edith Cowan)
GradDipREd(ACU) MEdAdmin(Charles Sturt) MTheoSudies(BBITAITE)

St Mary's College Vision Statement

*A welcoming Catholic community that respects our heritage and looks to a sustainable future.
We inspire learning excellence, resilience and service to others.*

Mercy Ethos and Values

Compassion: responding to vulnerability with care and concern

Justice: seeking fair and equitable outcomes for all

Respect: treating all whom we meet with joy and kindness

Hospitality: offering welcome and comfort

Service: dedicated to proclaiming God's love through word and deed

Courage: willing to speak up and speak out in response to injustice

ROLE PURPOSE

The Psychologist or Counsellor at St Mary's College Seymour is responsible to the Principal and is a member of the Wellbeing and Student Management Teams, working under the direction of the Director Wellbeing. The role requires the Psychologist or Counsellor to promote the College's Mercy Ethos and Values, create and build healthy and productive relationships with students, colleagues, parents and community members. This role facilitates the effective social, emotional and academic growth of students with an emphasis on intervention and restoring wellbeing. The Wellbeing Team exists within a multidisciplinary framework working and liaising with College staff, parents, and the wider community including external agencies.

POSITION SUMMARY

The Psychologist or Counsellor provides services based on a continuum of care model. This model is based on the Framework for Student Support Services in Victorian Schools and is open to review for current best practice.

The four levels in the continuum are:

- **Primary Prevention:** aims to promote resilience by a sense of belonging, one to one relationship with a caring adult, positive social behaviours and problem solving skills, a sense of spiritual and communal belonging, strong family relationships and minimal family stress, peer connectedness.
- **Early intervention:** aims to develop resilience through implementing appropriate support programs, providing effective interventions, reinforcing students' positive achievements, promoting a sense of safety and security.
- **Intervention:** aims to improve resilience by activating effective partnerships, coordinating services, well-judged responses, being sensitive to students' feelings and needs, accurate identification.
- **Restoring Wellbeing:** aims to rebuild resilience by restoring a sense of normality, responding appropriately with recovery activities, having effective prevention and preparedness, supporting psychological safety.

ACCOUNTABILITY

Reports to: Principal, Director Wellbeing
Internal liaisons: Staff and students
External liaisons: Parents

CONDITIONS

Conditions are as per the *VCMEA 2018*.

Full-time, fixed term 2022 with the possibility of ongoing status.

This Position Description may be subject to change during the term of the appointment as part of a normal process of ongoing evaluation of the College's operations.

Child Safety

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Safety and Child Protection Policies and the Child Safety – Staff Code of Conduct, and any other policies or procedures relating to child safety;
- Assist in the provision of a child-safe environment for students;
- A demonstrated understanding of child safety and of appropriate behaviours when engaging with children.
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the *Victorian Catholic Education Multi Employer Agreement (VCEMEA) 2018 Clause 13 – Managing Employment Concerns*.

Occupational Health and Safety

There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to. Employees should:

- take reasonable care of their own safety and health and safety of others affected by their acts or omissions;
- report hazards, accidents or incidents (near misses) in accordance with agreed College procedures;
- follow established safe working procedures, instructions and rules;
- cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the Act;
- not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others; and
- not wilfully place at risk the health and safety of any other person in the workforce.

POLICIES

The following policies can be accessed via the College website: <https://www.smseymour.catholic.edu.au/>

Child Safety; Occupational Health and Safety.

SELECTION CRITERIA	
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission. • A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church. • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ. • Understand the importance of nurturing a personal relationship with Christ.
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Commitment to Child Safety	<ul style="list-style-type: none"> • Experience working with children. • A demonstrated understanding of child safety. • A demonstrated understanding of appropriate behaviours when engaging with children. • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting). • Be a suitable person to engage in child-connected work. • A commitment to Child Safety and experience in creating a child safe culture. • Promote a child safe culture. • Capacity to understand & comply with relevant College policies and government legislation.
Education and Experience	<ul style="list-style-type: none"> • Appropriate Tertiary Qualifications in counselling, psychology or social work. • Appropriate affiliations state/national bodies such as Australian Counselling Association (ACA) and the Australian Association of Social Workers (AASW), Australian health practitioners Registration Authority (AHPRA), Australian Psychological Society. • Knowledge of the Practice Standards for Counsellor/Social Worker/Psychologist. • Familiar with processes and structures particular to a school setting (desirable). • Knowledge of the <i>Children, Youth and Families Act 2005</i>. • Understanding of Nationally Consistent Collection of Data (NCCD).
Skills/Attributes	<ul style="list-style-type: none"> • Highly developed written, verbal, communication, presentation skills & administrative skills. • Previous experience working in an educational setting. • Demonstrated high level of organisational and time-management skills. • Proven success in providing highly effective counselling services and programs. • Ability to be discrete and maintain confidentiality. • Knowledge of adolescent development and the ability to apply this in both counselling and the development and operation of groups. • Knowledge and experience in counselling particularly in relation to working with adolescents and their families. • Proven ability to work as a member of a team. • Familiar with utilising external agencies in the support of children at risk. • Commitment to Occupational Health & Safety. • Engaging and willing to connect to the classroom environment.

Position Description – Psychologist or Counsellor

STATEMENT OF DUTIES	
Pastoral Care and Child Safety	<ul style="list-style-type: none"> Support the development and implementation of the Child Protection and Safety Policies, Pastoral Care Policies, Student Wellbeing Program, namely via their role as a Child Protection Officer.
Pastoral Care and Child Safety	<ul style="list-style-type: none"> Support the development and implementation of the Child Protection and Safety Policies, Pastoral Care Policies, Student Wellbeing Program, namely via their role as a Child Protection Officer. Responsible for creating an environment where students feel safe and connected. Strong understanding of contemporary wellbeing practices including restorative practice, positive education and mindfulness. Make necessary child safety reports in conjunction with College leadership. Work collaboratively with school leadership to manage student risk issues including self-harm, disclosures of abuse and other safety concerns.
Students	<ul style="list-style-type: none"> Responsible for creating an environment where students feel safe and connected. In collaboration with the Wellbeing team support and build staff capacity and student empowerment. Ensure the role priority of one on one counselling for primary and secondary students. Empowers students to connect with the real world through growth mindset.
Parents	<ul style="list-style-type: none"> Recognises the importance of parent engagement in driving student learning. Provide opportunities for parents and external providers to engage with students in support of their wellbeing and learning. Initiate, develop and lead parent information workshops and provide parent education.
Staff	<ul style="list-style-type: none"> Focusing on continuous improvement, in collaboration with the Wellbeing team. Act with loyalty, integrity and honesty.
General Duties	<ul style="list-style-type: none"> Provision of high quality counselling services to students including 1:1 counselling, group programs, classroom observations and liaison with College leadership, parents and external service providers. Facilitate referrals to external service providers where appropriate. Collect, collate and maintain student information and records to meet College; CECV; MACS; legislative and registration requirements. Meet fortnightly with the Director Wellbeing. Follow and enact expected College counselling compliances. Consult with the Principal for an appropriate Clinical Supervisor. Respond to and assist in response to critical incidents and emergencies. Work closely with the Director Wellbeing to support the development and implementation of learning, wellbeing and teaching programs. Actively engage and work collaboratively with staff members on the development of preventative programs. Recognize trends emerging in the College community and assist with planning for coordinated proactive initiatives. Create professional learning programs for staff with reference to building their capacity to effectively implement pastoral care policies and procedures. Attend and actively participate in regular meetings of the Student Management and Wellbeing Team. Liaise with the MACS Wellbeing Team. When required be a presence and connect to the classroom environment. Attend meetings as required. Timely production of sessional counselling data.