



**THE DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES
JOB AND PERSON SPECIFICATION**

<p>Title of Position: Psychologist, Aboriginal lands</p> <p>Classification Code: PSO3</p> <p>Type of appointment:</p> <p><input type="checkbox"/> Ongoing</p> <p><input checked="" type="checkbox"/> Temporary Term</p> <p><input type="checkbox"/> Other Term</p> <p><input type="checkbox"/> Exec Term</p> <p>Position Reference Number:</p>	<p>Administrative Unit: The Department Of Education and Children's Services</p> <p>Directorate: Office of Learning and Service Delivery</p> <p>Unit/Section: Aboriginal Lands District</p> <p>Position Analysis:</p> <ul style="list-style-type: none"> • Originated by: Coordinator Aboriginal Lands District Special Services Team / • Classified by: Classification panel <p>Version Number: 1</p> <p>Version Date:</p>
--	--

Job and Person Specification Approval

_____ / ____ / ____
CPE or CEO or Delegate

JOB SPECIFICATION

<p>1. Summary of the broad purpose of the position and its responsibilities/duties.</p> <p>To work as a member of a transdisciplinary team, in collaboration with Aboriginal Lands District to provide support for children/students with special needs and staff in Aboriginal Lands Districts schools and child-parent centres.</p> <p>The Psychologist is responsible to the Manager, Aboriginal Lands District Special Services Team for the provision of a psychology service to Anangu and Aboriginal students and children with special needs. Professional support is available through the Statewide Verification and Professional Development Team.</p> <p>The service provided contributes to improved outcomes for those with special needs and those responsible for their care and education.</p>
<p>2. Reporting/Working Relationships</p> <p>The Psychologist reports to the Manager, Aboriginal Lands District Special Services Team and works as a member of the Team within the Pitjantjatjara Lands and servicing Yalata and Oak Valley schools.</p> <p>Effective working relationships will be developed and maintained with other agencies and DECS staff within and across geographical boundaries.</p>
<p>3. Special Conditions</p> <p>Travel: Intrastate and interstate travel required.</p> <p>Out-of-hours: There are short periods of extended out-of-hours work required each Term</p> <p>Location: Current location maintained</p> <p>Conditions: PSM Act. Flexible working arrangements. A current driver's licence is essential. 5 full contact days per school term in Anangu Schools, travelling on weekends. 2 or 3 trips per year to Yalata and Oak Valley schools, within a school working week. Participation in annual Anangu Conference in Alice Springs.</p>

4. Statement of Key Responsibilities/Duties

4.1 **Provides specialised expertise and quality advice that is culturally and contextually appropriate, which facilitates access and participation of Aboriginal children and students with special needs by:**

- applying a range of skills in identifying the needs of individuals and groups, by providing contextually appropriate assessment and diagnostic services including the use of formal and informal assessment and observation, in partnership with carers, staff and other service providers.
- developing and maintaining communication networks within and across agencies to access and disseminate information.
- collaboratively planning, implementing, evaluating and modifying intervention strategies and programs for individuals and groups
- providing advice around access to therapy and counselling.
- recommending changes to operations and contributing to program development to promote the participation and learning outcomes of those with special needs through collaboration and negotiation with family, staff and other services providers, and by providing formal reports, information, advice, advocacy and counselling as appropriate.
- monitoring trends, policies and guidelines to improve practice by contributing to the management, continuity and improvement of service (including transition for school), including complying with established procedures, policies and legislative requirements.
- identifying those eligible for additional resources and contributing to the process of development of Negotiated Education Plans.

4.2 **Deliver service to assigned locations to ensure positive outcomes for children and students with special needs and their families through a team approach by:**

- identifying and informing appropriate personnel regarding the provision of psychology services to those with special needs, within and across locations.
- monitoring priorities, and ensuring caseloads are prioritised through negotiation with Team Coordinator to maximise use of available resources in providing efficient and effective response to client needs.
- advising on appropriate resources and equipment for assessment and intervention.
- working with other service providers and agencies to develop and co-ordinate delivery models.
- maintain processes to gain feedback and monitor client satisfaction.

4.3 **Contribute to the planning and development of the Aboriginal Lands District Special Services Team by:**

- monitoring, evaluating and reporting on service delivery; contributing to quality assurance by identifying aspects of service that require improvement; assisting in the development, implementation and evaluation of service strategies, including observation of OHS&W requirements.
- developing and maintaining effective working relationships with community, interagency and statewide services.
- developing and maintaining communication networks within and across agencies to access and disseminate information.
- undertaking complex projects with defined outcomes in response to identified needs, as negotiated with the Team Coordinator, and advising on future program development.
- contributing to training by identifying aspects of service delivery where such activities would be beneficial; reporting to the group on professional development activities attended outside the department; accessing new programs and materials developed for use with students and schools.
- undertaking professional development to extend professional knowledge and skills to meet own and service needs.
- assisting with the selection and induction of new staff, and monitoring of Team performance.

Acknowledged by Occupant _____

___/___/___

PERSON SPECIFICATION

Essential Minimum Requirements (Those characteristics considered absolutely necessary).

Educational/Vocational Qualifications
Registered Psychologist
Personal Abilities/Aptitudes/Skills
<ul style="list-style-type: none">• Proven ability to work independently with minimal supervision, collaboratively and a commitment to work in a transdisciplinary team.• Ability to select and apply effective communication and interpersonal skills to negotiate and liaise effectively with a diverse range of people.• High level problem solving skills, including the ability to:<ul style="list-style-type: none">- determine priorities, organise workloads and meet deadlines- analyse information, evaluate alternatives and instigate a range of strategies- evaluate outcomes, including personal performance• Proven ability to plan, develop and apply a range of management strategies which consider children in the family context and students in the school context to achieve educational outcomes.• Ability to plan, deliver and evaluate training and development programs for diverse groups.• Ability to negotiate constructively when working with other services, school leadership and communities to achieve positive service outcomes.• Ability to respond to challenging situations creatively and sensitively
Experience
<ul style="list-style-type: none">• Successful experience in formal and informal assessment, intervention strategies and programming.• Successful experience working with Aboriginal children and/or adults in the provision of a service for children and students with special needs.• Successful experience in developing and maintaining effective networks and operational relationships.
Knowledge
<p>Generic:</p> <ul style="list-style-type: none">• A sound knowledge of policies relating to Occupational Health, Safety and Welfare, EEO and child protection. An understanding of their application to work in remote locations. <p>Professional:</p> <ul style="list-style-type: none">• Knowledge of:<ul style="list-style-type: none">• the process of consultancy• a wide range of standardised and non-standardised assessment and intervention options and of ways in which these may be adapted for working with indigenous children and students.• departmental and interagency support services relevant to those with special needs• child development and family dynamics• the needs of families with young children in child parent centres and school settings• cultural and linguistic issues relating to Aboriginal children and students