



Position Description

Position Title	Provisional Psychologist
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
Function	School Development and Support
Location	<i>Bendigo</i>
Enterprise Agreement and or Award	Victorian Catholic Education Multi-Enterprise Agreement 2018
Classification	Grade 1 – 2 (or Provisional)
Remuneration	\$105,427 – \$111,223 (pro rata) (excluding superannuation)
FTE	0.4
Status	Fixed Term (parental leave)
Reports to	Learner Diversity Team Leader

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

Office Summary

The Catholic Education Sandhurst Office comprises approximately 100 employees working across 7 key functional areas, supporting over 50 schools within the Sandhurst Diocese based across Bendigo, Tatura, and Wangaratta.

The Chief position within each function reports directly to the Chief Executive Officer of Catholic Education Sandhurst (CES) and the 7 functional areas comprise of:

- Catholic Mission/Learning & Teaching
- School Development and Support
- Early Childhood Education and Care
- Student Pastoral Wellbeing
- People & Culture
- Operations; and,
- Strategy, Risk & Governance.

Function Summary

The School Development and Support function provides systemic leadership across the Sandhurst Catholic Diocese relating to school improvement, Principal performance and development, and learner support.

The function provides strategic leadership for CES Ltd across three key performance domains: shaping culture, building capacity and capability, and enhancing performance across the Diocesan system of schools.

The function includes:

- School Improvement and Performance
- School Review (NSIT)
- Principal performance and development
- Learner Diversity Support; and,
- School Development, Research, and Innovation.

Principal Consultants within School Improvement and Performance have a responsibility to ensure clear and consistent oversight of school performance and improvement as well as enhancing school leadership capability.

The Learner Diversity team works closely with the Learning and Teaching and Student Pastoral Wellbeing functions to ensure the effective delivery and timely approach to diverse learning needs and interventions. The team strives for the achievement of best practice across all schools in the network;

working collaboratively with teachers, families, parents/carers, professional external service providers, and allied health professionals to ensure appropriate learning strategies are developed.

Position Summary

The position of Provisional Psychologist in CES Ltd is part of a multi-disciplinary team of staff including Education officers- general support and sensory support and Speech pathologists. The teamwork in a multi-disciplinary approach with all schools with a focus on supporting schools to build Multi-tiered systems of support responsive to the needs of diverse learners.

As part of the Learner Diversity team, the Provisional Psychologist is responsible for supporting the triage of students with complex needs in consultation with colleagues and determining the most evidence-based follow-up for each individual student.

Professional development for school staff is also a key part of the role – working with office-based colleagues to support the delivery of best practice initiatives across the Diocese and in individual school settings.

CES Ltd Provisional Psychologists network consists of CES Ltd office-based and school-employed Provisional Psychologists- this group meets termly to support high-quality professional learning to all Provisional Psychologists working for CES Ltd.

Key Responsibilities

Multi Tiered systems of support	<ul style="list-style-type: none">• To support Diocesan teams to provide a responsive, systematic, and consistent service delivery based on current research that is evidence-based in the area of inclusion and diversity.• To support diocesan schools to develop a culture of reflective practice, strategic decision-making, and accountability for student achievement by developing site-based processes and protocols that analyse student behaviour and achievement within the context of the learning environment.• To work with a cluster of schools to enhance their capacity to develop strategic interventions within a Response to Intervention framework and Positive Behaviour Intervention Support framework.• To build the capacity of schools to differentiate the curriculum and include students in the development, implementation and monitoring of individual learning plans and/or pathways decisions as required by the Disability Discrimination Act and other legislative frameworks.• To provide psychological support services to schools and/or individual students as determined in consultation with colleagues, school and families and to liaise with external professional agencies where required.• Work in a Multidisciplinary team with education officers, speech pathologists, and other staff in designing and implementing evidence-based professional development to support school needs.• Maintain ongoing professional learning through internal and external professional development.• Develop, document, and facilitate implementation of evidence-based education plans designed to be implemented by teachers to support the inclusion of students with cognitive, learning and/or social/emotional needs including autism.
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Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will also be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Requirement for onsite work

- CES Ltd values flexibility and supports remote work where able. This position does require the majority of tasks to be conducted at a CES Ltd workplace and as such, the incumbent must be available to work onsite.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none"> • Tertiary qualifications in Psychology. • Registration with the Australian Health Professionals Registration Association, and be eligible for registration with Australian Psychological Society. • Qualifications in Education would be an advantage.
	Knowledge and Experience	<ul style="list-style-type: none"> • Highly developed research, synthesis, and written communication skills.
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrated commitment to the Catholic Faith with an understanding and willingness to work within the Catholic ethos, traditions, and practices of the Diocese of Sandhurst.
	Commitment to Child Safety	<ul style="list-style-type: none"> • Willing to undergo or provide a current and satisfactory working with children check. • Ability to demonstrate an understanding of appropriate behaviours when engaging with children. • Acknowledge and appreciate the strengths of Aboriginal culture and its importance in the wellbeing and safety of Aboriginal students.
	Skills and Attributes	<ul style="list-style-type: none"> • Previous experience in administration and psychological assessments and development of plans to support students with complex learning needs. • Competence in the analysis and interpretation of data. • Provide advice regarding the educational needs and current best practice in the area of psychology. • Ability to work in partnership with school staff, families and external agencies.

Desirable		<ul style="list-style-type: none">• Policy development, review and implementation.• Experience and competence in the interpretation and application of legislation.• Experience and competence in problem-solving and decision-making.
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