



# FINTONA

## SCHOOL PSYCHOLOGIST

**Reports to:** Deputy Principal/Head of Senior School

**Member:** Wellbeing Team

**Responsible to:** Principal

*“Fintona is a school dedicated to the education of young women, encouraging girls to think for themselves and to have concern for others”*

Annie Hughston, Founding Principal, 1896 - 1935

## ABOUT US

Fintona is an independent, non-selective, non-denominational day school renowned for its distinct and challenging approach to academic excellence. Fintona celebrates learning across a wealth of disciplines and encourages its students to move beyond their comfort zone to become fearless and adaptable leaders in their chosen field. Our students are connected to their school **community**, have **respect** for self and others and are **compassionate** and **principled**.

Inspired by strong leadership and exceptional teachers; engaged and eager to learn through broad-based rigorous education programs, a Fintona girl will find the confidence to achieve her highest academic and personal aspirations, whatever they may be.

Situated in Balwyn, an inner eastern suburb of Melbourne, the School caters for girls in Prep to Year 12 and offers a co-educational Early Learning program. The current enrolment is approximately 550 students from ELC to Year 12, with major entry points being 3-year old kinder, Year 5 and Year 7.

Our staff of around 140 and our students enjoy magnificent grounds and facilities and are happy, supported, and proud of their school, its reputation, and its traditions.

## OUR HISTORY

With a rich history dating back to 1896, we are always mindful of the contribution of those who have gone before us. Miss Annie Hughston, our founding Headmistress, and Miss Margaret Cunningham, our second Headmistress, more than anyone else, positioned Fintona for the modern era.

These remarkable women left a legacy that still endures – the unwavering commitment to an outstanding education for girls in a small school environment.

Today, we honour the commitment and passion of all who have helped shape Fintona. We take pride in getting to know and nurturing every girl so that she can unearth her own version of extraordinary.

Our School motto maintains its driving force today: Age Quod Agis – do what you do well.

## GOVERNANCE

The School consists of two legal entities: Fintona - a school limited by guarantee, and Tourmont Incorporated – which acts as a Trustee for the Fund, a Public Charitable Trust established to provide support and assistance to Fintona Girls' School. The Business Manager is secretary to both entities.

The School's Board of Management includes Alumni and parents, past and present. The School Board determines the overall policy for the School and devolves its day-to-day leadership and management to the Principal and the Staff Leadership team. The Business Manager is appointed, by the Principal and a sub-committee of the Board. In all day-to-day matters the Business Manager reports directly to the Principal.

## ADMINISTRATION

The members of School Leadership are the Principal, Business Manager, Deputy Principal / Head of Senior School, Head of Middle School, Head of Junior Campus, Head of Learning, Teaching & Development and HR Manager.

This group work together to set School policy, lead staff in meeting the goals of the School's Strategic Plan and manage the day-to-day operation of the School.

## POSITION OVERVIEW

---

The purpose of the role is to provide counselling, wellbeing, referrals and other intervention support to students from ELC to Year 12, for individual students and groups identified as at-risk or demonstrating mild to moderate mental health needs, helping them develop the tools to feel able to deal with challenge, develop and improve relationships, as well as process problems and set goals and actions.

The Psychologist will know students well, upskill staff to support students at different ages and stages about any number of factors affecting relationships, mental health and wellbeing more broadly and provide key wellbeing and developmental information for parents through the offering of workshops, seminars, proactive programming, parent evenings and information and written communication.

In further supporting the care, safety and wellbeing of the students, the Psychologist leads the team of Child Safety Officers and is the key point of contact for external professionals supporting students with mental health and child safety needs.

The Psychologist will also play an active role in the Wellbeing Team.

## KEY RESPONSIBILITIES

### *STRATEGIC LEADERSHIP*

- Work collaboratively with the Wellbeing team to support the strategic direction of the School and develop a coordinated and purposeful approach to students' personal development – social and emotional.
- Develop a rich culture of belonging and empowerment of student voice
- Ensure the positive promotion of the School
- Construct and implement a strategic plan / vision associated with the role
- With the Heads of School, lead the development of school policy and strategic planning in the area of child safety and support in those as they pertain to wellbeing and student personal development
- Establish and maintain positive relationships with staff to ensure high standards of operation and support professional learning to develop their knowledge and potential in the area of student wellbeing
- Lead professional development sessions to support growth in staff, around child safety and wellbeing, and in student personal development outcomes

### *LEADING LEARNING, CARE AND SAFETY*

- Maintain professional currency of developments in counselling and wellbeing education to broaden knowledge and inform best practice
- Maintain the development of authentic learning experiences that support student growth
- Promote the development of task oriented and student-centred learning opportunities
- Contribute to the effective development, delivery and review of the School's student development and wellbeing programs to maximise student outcomes, including consideration of:
  - identifying the learning skills and content that are expected
  - data analysis – monitoring, assessing, reporting, and external benchmarking
- Use professional expertise as School Psychologist to contribute to a productive and harmonious learning community, identifying areas of concern requiring attention
- Coordinate, support and promote learning and awareness within and beyond the school, and encourage teacher participation in opportunities to support student health and wellbeing, as well as their own

- Take a caring interest in the students and their welfare, and contribute to the maintenance of tone, standards and general discipline across the School

### *ADMINISTRATION*

- Communicate with external specialists, such as speech pathologists, general practitioners, psychologists, optometrists and audiologists as required
- Maintain comprehensive, meticulous and confidential student records of counselling sessions, documenting all discussions with students and parents for permanent record on student files
- Ensure all obligations and processes are met with respect to mandatory reporting
- Run parent and student forums or organise others to be speakers where appropriate
- Attend School functions and Information Nights as required
- Other duties as appropriate and as directed by the Principal
- When assessment indicates a need, arrange referrals to outside specialists including speech pathologists, optometrists, general practitioners and psychologists in conjunction with the Learning Support Leader

### *PSYCHOLOGICAL SUPPORT*

- Provide psychological support to students perceived as vulnerable or at risk
- Provide specific therapies
- Ensure informed consent is received from students
- Be available for consultation with Heads of School and staff regarding student social development, child safety and wellbeing matters
- Refer students to outside specialists, including counsellors, where required
- Meet with, advise and communicate with parents regarding issues or needs with specific students

### *COMMUNICATION*

- Meet regularly with Principal and Heads of School to discuss welfare of students
- Advise Principal and Heads of School of any student who is deemed to be at risk
- Provide positive support and advice for colleagues in various capacities and situations relating to health and wellbeing
- Share student information discreetly, sensitively and appropriately at designated staff meetings in an environment where student needs are the collective responsibility of all staff
- Liaise with relevant staff with regard to special needs
- Support and promote learning and teaching School initiatives
- Hold and document regular meetings that discuss educational and developmental issues – improved student learning outcomes, review and assessment
- Establish and maintain respectful collaborative relationships with parents/carers regarding their child/ren's wellbeing

### *RESOURCES*

- Manage the ordering, storage and distribution of materials required, including parenting subscriptions
- Manage the Parent Library

## **OTHER**

- Adopt a visible role from within the School and be part of its everyday life
- Attend staff meetings – Learning and Teaching, year level, wellbeing, whole school, and information evenings
- Engage in the co-curricular programs
- Undertake appropriate professional development
- Conduct Professional Development sessions with staff as they pertain to child safety, mental health and wellbeing
- Conduct sessions for students in the area of child safety, mental health and wellbeing
- Support Heads of School in the everyday management of students
- Attend School functions where appropriate to extend knowledge and understanding of students and their families
- Other duties that are commensurate with the expectations of the role, which may include working flexible hours in cases such as a critical incident

This Position Description is neither an exclusive or exhaustive list of duties and responsibilities. Fintona Girls' School reserves the right to vary this Position Description to meet the changing needs of the School.

## **KEY RELATIONSHIPS**

---

### **INTERNAL**

- Deputy Principal / Head of Senior School
- Head of Middle School
- Head of Junior Campus
- ELC Curriculum & Operations Leader
- Learning Support Coordinator
- Year 8 and 9 Coordinators
- Principal
- Teachers

### **OTHER**

- Students and Parents
- External specialists

## **POSITION REQUIREMENTS**

---

### **KNOWLEDGE AND SKILLS**

The successful candidate will have demonstrated high-level experience and ability to:

- lead in a school setting or similar
- work well in teams
- utilise ICT in supporting an organisation's workflow and communications
- lead and manage change and / or projects in line with the strategic direction of the School

- maintain confidentiality and trust

The successful candidate will possess excellent:

- problem solving, analytical and thinking skills
- strategic and creative thinking skills
- accuracy and attention to detail in all aspects of their role
- skills in sensitively handling matters of a confidential nature
- organisational and self-management skills, including the capacity to prioritise, meet deadlines and manage time effectively
- negotiation skills and strong interpersonal and communication skills – written and oral
- stakeholder management skills
- knowledge and experience of matters pertaining to school management, including Human Resources, Governance, Risk and Compliance

The successful candidate will:

- have had success in maintaining programs, events or initiatives that support student wellbeing
- have demonstrated the ability to promote and support co-curricular activities that build student engagement and enhanced learning opportunities
- demonstrate the ability to construct and implement a strategic plan or vision associated with the role
- be a positive ambassador of the School in all communications with students, parents, teachers and members of the wider community on a range of issues involving health and wellbeing, child safety and personal development
- have demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others
- possess a broad knowledge of practices and theory as they relate to student wellbeing, child safety, mental health and social and emotional development
- operate as a productive and supportive team player, colleague and mentor
- demonstrate flair, enthusiasm and initiative, as well as the ability to inspire others
- present as a strong and fair role model to staff and students
- be receptive to new ideas, innovative practices and adaptable to change
- possess an approachable, even disposition in carrying out duties with a sense of perspective and balance
- be able to clearly demonstrate a commitment to the provision of an outstanding education for young people

## **PERSONAL QUALITIES AND CHARACTERISTICS**

- Proactive person with excellent organisational, administrative and time management skills
- Possess high level interpersonal skills and the proven ability to build trust, rapport and harmonious and cooperative working relationships at all levels and with all stakeholders
- Highly developed social and emotional intelligence that supports the ability to be flexible and sensitive when working with diverse personalities and changing situations
- Excellent personal presentation and work ethic
- Demonstrated capacity to be a strategic, fair minded professional
- Proven ability to work collaboratively in a similar environment

## **EXPECTATIONS OF STAFF**

- Treat each other (staff, parents and students) with courtesy and respect
- Respect the right of others to learn/work without distraction or disruption
- Take responsibility for their own actions, progress and development
- Proactive in maintaining a safe and clean school environment
- Respect the property of the School and others

## **GENERAL**

- Uphold the ethos and values of the School
- Contribute to and support the strategic directions of the School
- Willing to work additional hours on occasion
- Support all Fintona policies and follow all School procedures
- Strong desire to work in a highly regarded independent girls' school and have an understanding of the importance of this role in facilitating the provision of an outstanding education for the girls at Fintona

## **QUALIFICATIONS / CHECKS**

- Relevant tertiary qualification (minimum four-year undergraduate degree)
- Registered Psychologist
- Police Check (current within 6 months)
- Current Working with Children Check
- Current First Aid certification
- Current Asthma and Anaphylaxis Management certification
- Current CPR certification

## **WORKPLACE HEALTH AND SAFETY**

Employees are responsible and accountable for:

- supporting their health and safety, and that of others, by undertaking their duties in a manner that is positive, proactive and sustainable;
- active participation in events and training that support workplace health and safety;
- compliance with workplace policies and procedures for risk identification, risk assessment and risk control;
- the identification and timely reporting of health and safety risks, accidents, incidents, injuries and property damage at the workplace; and
- correct utilisation of appropriate PPE.

## **CHILD SAFE STANDARDS**

Fintona Girls' School is committed to ensuring that all those engaged in our school promote the fundamental right of children and young people to be respected and nurtured in a safe school environment.

We have zero tolerance of child abuse and expect all of our staff to:

- be aware of, understand and comply with the School's Child Safety Policy and Code of Conduct, including the Child Safe Standards, and demonstrate behaviours in accordance with these;

- be in possession of a current and valid Working with Children Check;
- respond according to the School's policies and procedures when interacting with children and young people, taking all allegations and concerns very seriously; and
- be committed to providing a safe environment for all children and young people, promoting physical, emotional and cultural safety.

## DECLARATION

---

I, \_\_\_\_\_ (full name) acknowledge that:

I have read and understand the School Psychologist Position Description;

- I understand that it is an expectation of all staff at Fintona Girls' School that they will embrace the School Goals, particularly in regard to the School's ethos, values and traditions and the continued development of a culture of improvement and commitment to excellence, in all that they do;
- my behaviours and actions will reflect the ethos and values of the School and will place the needs of the school at the centre;
- this Position Description is neither an exclusive or exhaustive list of duties and responsibilities and is subject to review and modification by the Principal in accordance with the changing needs of the School;
- while the primary responsibilities are articulated, it is expected that I will engage with the wider school community and in School events and activities, playing an ambassadorial role as a representative of the School; and
- this Position Description provides a framework for professional review that will be reviewed prior to the first six months and from time to time.

Employee Name (print in full): \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_