



**Position title:** School Psychologist  
**Reporting to:** Head of Student Wellbeing  
**Hire Type:** Full Time, Fixed Term Contract  
**Prepared:** February 2025

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### Overview

Mentone Grammar is a K-12 co-educational School. The School is an open-entry school, drawing student from local Bayside and surrounding suburbs. The School became co-educational in 2006 and adopted a unique Together-Apart-Together model of education, which has resulted in continual growth. The School has a strong philosophy of ensuring that students are happy, healthy, and high achieving.

### Values

**Respect** – We value other people and their thoughts and feelings. We listen to them, are truthful towards them and accept them as individuals.

**Caring** – We look after ourselves, our friends and our families. We support and encourage each other. We can care for everyone in some way.

**Resilience** – Whatever bad times we go through we can bounce back again. We can seek help to “let go” of what is stopping us from being “ourselves”.

**Service** – We work voluntarily to help others without expecting anything in return.

**Discipline** – We form good habits to help us achieve high standards. We have high standards of social behaviour, dress, time management and work ethic.

**Endeavour** – We strive to do well even if it’s hard work. We have the courage to stand up for what we believe in.

**Integrity** – We know what is right and wrong and act accordingly. People can rely on us to do what is right.

### Primary Purpose of the Role

Reporting to the Head of Student Wellbeing and working closely with a team of School Psychologists (Counsellors), this role will be responsible for providing counselling to students from Early Learning Centre (ELC) to Year 12. The incumbent will regularly liaise with staff and parents on strategies for students in need, ensuring that optimal care is provided for each student. The School Psychologist (Counsellor) works closely with Heads and Deputy Heads of Campus, Year Level Coordinators, House Coordinators, Mentors, Teachers and the Learning Enhancement team. In addition to counselling, the incumbent is required to complete relevant testing of students, including accompanying reports and working collaboratively with key stakeholders to implement the recommendations contained in these reports. The incumbent will also be required to provide consultancy for the development, delivery and evaluation of student wellbeing programs that are consistent with the philosophy, policy and practice prescribed by the School.

### Main Responsibilities

The following responsibilities are not exhaustive, nor necessarily in order of priority, but are indicative of the range and nature of the role.

- Working with students by providing counselling and / or appropriate referral to external agencies
- Providing appropriate intervention, case management, liaison and referral when appropriate
- Providing assistance for students with social / emotional / behavioural needs



- Providing support and guidance to staff in relation to appropriate targeted programs for students, including recommending strategies or actions to support specific student needs
- Assist students to develop sound interpersonal skills, time management and study skills
- Collaborating with the broader Student Wellbeing team and with relevant colleagues
- Conducting psychological, educational and behavioural assessments and preparing written reports
- Working with the Learning Enhancement team in the management of students with learning difficulties and disabilities, when required
- Participate in the development and implementation of contemporary practices in student wellbeing and with the management of student behaviour and welfare
- Participate in the development of relevant programs, initiatives, services and activities to actively promote student wellbeing
- Liaising with and providing expert advice and support to relevant internal stakeholders
- Working cooperatively with the school community to create a safe and supportive learning environment
- Demonstrating leadership in the area of Child Protection, Child Safety and the management of students at risk
- Ensuring effective provision of wellbeing services to students and their families by fostering effective working relationships between the various student support services, including but not limited to: Campus Heads and Deputy Heads, House Coordinators, Year Level Coordinators, Learning Enhancement team, Teachers, School Nurses and School Chaplains
- Maintaining appropriate records and ensuring compliance with professional guidelines of record keeping and confidentiality
- Attend relevant School, Campus or Parent meetings
- Perform various other duties as requested by your manager and / or the School

### Key Relationships

Heads of Student Wellbeing	Student Wellbeing Team
Executive Team	Staff in Positions of Responsibility (PoRs)
House Coordinators & Mentors	Teachers

### Experience, Knowledge, Skills and Personal Attributes

- Strict adherence with required confidentiality and privacy standards.
- Strong written and verbal communication skills
- Demonstrated ability to build rapport and trust and communicate effectively with students, families and staff
- Demonstrated ability to maintain positive working relationships with students
- Strong planning and organisational skills
- Strong analytical skills
- Strong sense of empathy
- Experience conducting psychological, educational and behavioural assessments and preparing written reports
- Ability to manage competing and changing priorities effectively, in liaison with Manager as required
- Proven ability to work well autonomously and as part of a collaborative team
- Knowledge of developmental, psychological, social and educational issues facing young people
- Ability to assess the learning and emotional needs of young people and implement and monitor appropriate interventions
- Dynamic / inspiring by nature
- Innovative, resourceful and a high level of initiative
- Good sense of humour and a team player who is willing to contribute to the broader life of the school



## Qualifications

### Required

- Working with Children Check
- National Crime Check
- Registration as a Psychologist by the Australian Health Practitioner Regulation Agency (AHPRA)
- Eligibility for membership of the Australian Psychological Society (APS)

## Mentone Grammar Policies: Risk Management, Occupational Health and Safety and Child Safety

Staff are expected to:

- Adhere to and implement all working practices and procedures in accordance with Mentone Grammar School's Risk Management and Occupational Health and Safety Policies
- Monitor and take full care of health and safety of self and others within area of responsibility
- Participate, where required, in the resolution of safety issues
- Ensure familiarity and compliance with the School's Child Safe Policy, Code of Conduct and Procedures.

## Child Safe Standards

**Mentone Grammar has a zero-tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse.**

- Mentone Grammar (the School) is committed to protecting its students from all aspects of harm, and has established strategies, practices, policies, and procedures to uphold this public commitment.
- The School takes a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). The School regards its student safety responsibilities with the utmost importance and strives to deliver an educational curriculum that promotes the School's ethos, vision, and values of Caring, Respect, Integrity, Endeavour, Service, Discipline and Resilience.
- All members of our Community must comply with Mentone Grammar's Student Safety and Protection Policy and Procedures and its associated policies. The policies were developed in accordance with Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and Boarding Premises.

Mentone Grammar Policies can be found at: [www.mentonegrammar.net/policies](http://www.mentonegrammar.net/policies)

## Disclaimer

The Principal reserves the right to modify the recruitment process based on the needs of Mentone Grammar. The purpose of this description is to serve as a general summary and overview of the major duties and responsibilities of the position. It is not intended to represent the entirety of the position nor is it intended to be all-inclusive. Therefore, the position may be required or requested to perform other work duties not specifically listed herein. Mentone Grammar School reserves the right to modify this job description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.