

POSITION DESCRIPTION

POSITION: School Psychologist/Counsellor
Reports to: Head of Senior School

Overview

Mentone Girls' Grammar has nurtured the minds and hearts of young women with a single-minded discipline since 1899. Our motto is 'Vero Nihil Verius' - *Nothing Truer Than Truth* - is the most precious value Mentone girls take into the world as women.

At Mentone Girls' Grammar, we believe in the potential of every child and their capacity to flourish when they are known, seen and heard. Our holistic education enables students to become confident, compassionate, and capable young women, boldly steering their futures in the direction that is right for them.

At the heart of a thriving School Community is the wellbeing of its students. The School Psychologist/School Counsellor plays a vital role in supporting the emotional, psychological, and social development of students from all year levels. This role provides counselling, consultation, and assessment services, and works collaboratively with staff, students, and families to foster a safe, inclusive, and supportive learning environment.

As a core member of the Student Wellbeing team, the Psychologist / Counsellor contributes to the design and delivery of evidence-based wellbeing programs, promotes resilience and mental health literacy, and ensures students receive timely, individualised care. This is a role for a compassionate, professional, and proactive practitioner who wants to make a meaningful difference in the lives of young people.

Responsibilities and Duties

As a member of the Student Wellbeing teams, the School Psychologist/Counsellor must work on a broad range of areas, in cooperation with any member of the School Community to ensure effective and appropriate management of the wellbeing of students.

The School Psychologist/Counsellor is required to exercise judgment in recommending the implementation of strategies, programs and appropriate effective processes to deal with matters or concerns related to student wellbeing.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this position, but is intended to accurately reflect the principal job elements. You may be asked to carry out other reasonable tasks by management when necessary.

Counselling and Student Support

- Provide confidential, developmentally appropriate counselling to students across year levels.
- Address a range of personal, emotional, behavioural, and mental health issues using evidence-based therapeutic approaches.



MENTONE GIRLS' GRAMMAR

- Collaborate with families and teaching staff to implement individual support, wellbeing, and risk management plans.
- Refer students to external professionals as required and coordinate wraparound care in partnership with families.
Support international students through regular check-ins and liaison with guardians or homestay families.

Collaboration and Consultation

- Partner with Heads of School, teachers, and pastoral care staff to coordinate holistic student support.
- Advise staff and leadership on student wellbeing matters, behaviour support strategies, and mental health concerns.
- Contribute to the design and delivery of wellbeing programs and initiatives (e.g. resilience education, mindfulness, peer support).
- Provide input into school wellbeing policies, parent engagement strategies, and staff training.

Assessment and Case Management

- Conduct psychological, behavioural, or educational assessments (if appropriately qualified), interpret results, and develop practical recommendations.
- Translate external diagnostic reports into tailored school support strategies.
- Maintain confidential records and case notes in line with ethical, legal, and professional standards.

Professional Practice and Development

- Uphold the highest ethical and professional standards, in accordance with AHPRA or relevant registration body.
- Maintain professional registration and pursue ongoing learning in line with emerging research and best practices.
- Engage in supervision, peer consultation, and professional networks to ensure reflective and evidence-based practice.
- Contribute to school communications and wellbeing publications where appropriate.

Whole-School Engagement

- Be a visible and approachable presence across the school community.
- Actively participate in school life, events, and wellbeing-focused initiatives.
- Contribute to the strategic direction of wellbeing priorities within the school.
- If VIT-registered, may carry a small teaching or advisory load in wellbeing-related areas.

Qualifications and Experience

Essential

- Master's Degree in Psychology (Educational & Developmental Psychology preferred) OR equivalent qualification in Counselling, Social Work or related field.
- Full registration with AHPRA (Psychologist) or membership with an accredited body (ACA, AASW).
- Minimum 3 years of counselling experience with young people, ideally within a school or educational context.
- Experience with psychoeducational assessments and report writing (for psychologists).
- Demonstrated experience in delivering mental health and wellbeing programs.



MENTONE GIRLS' GRAMMAR

- Current Employee Working with Children Check.
- Compliance with required training and certifications, including First Aid, Anaphylaxis, Asthma and CPR
- Registration with the Victorian Institute of Teaching (VIT) (*desirable*)
- Experience working in an independent or girls' school environment (*desirable*).
- Familiarity with student management systems and wellbeing software (e.g. Synergetic, Schoolbox, CompliSpace) (*desirable*).

Characteristics, Qualities and Skills

- Deep understanding of child and adolescent development, including the unique wellbeing needs of girls.
- Empathetic, non-judgemental, and warm approach to building trust and rapport.
- High levels of emotional intelligence and self-awareness.
- Strong interpersonal and communication skills, with the ability to collaborate effectively across a multidisciplinary team.
- Sound clinical judgment, ethical integrity, and discretion when handling sensitive information.
- Strong time management, organisation, and administrative skills.
- Initiative, creativity, and a proactive attitude to problem-solving and service development.
- Commitment to supporting a positive, inclusive, and values-driven school culture.

Child Safe

Mentone Girls' Grammar School is committed to and promotes the safety, wellbeing, inclusion and participation of all children, including Aboriginal children, children with a disability and children from culturally and/or linguistically diverse backgrounds. This pledge is embedded in our policies and procedures which ensure a commitment to zero tolerance of child abuse.

To create and maintain a Child Safe school, Mentone Girls' Grammar applies Child Safe Standards which include but are not limited to:

- Strategies that embed a School culture of child safety, including through effective leadership arrangements
- A child safe policy which states a commitment to child safety
- A code of conduct that establishes clear expectations for appropriate behaviour with children
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Processes for responding to and reporting suspected child abuse
- Strategies to identify and reduce or remove risks of child abuse
- Strategies to promote the participation and empowerment of children.

You will be required to adhere to all school policies and procedures which outlines our commitment to providing a Child Safe environment. This includes a rigorous background check to verify your identity, suitability and qualifications related to your role at the School.

Risk Management and Work, Health and Safety

All staff are expected to take responsibility for maintaining a safe working environment and adhering to relevant safety protocols. This includes:

- Proactively identifying, reporting, and managing risks
- Complying with all relevant legislation, regulations, and codes of practice
- Performing duties in a manner that safeguards the health and safety of self and others
- Supporting and cooperating with workplace health and safety initiatives
- Following all School policies and procedures related to health, safety and risk management
- Participating in WHS training and activities as required
- Using personal protective equipment, safety devices, and training resources appropriately
- Maintaining positive and respectful working relationships with colleagues, in line with the School's expectations
- Immediately reporting any health and safety concerns or incidents to the relevant manager

Employment Conditions

Nominal Hours of Work	8:00am- 4:00pm
Award Classification	Level 6, Wellbeing Services <i>Conditions of employment as per Educational Services (School) General Staff Award 2020</i>
FTE	FTE 0.20 - 0.40 (Part time) <i>Ongoing position</i> <i>Term time only</i> Regular contact with the general public and attendance at some evening and weekend functions is required.

Other Conditions

Each term, student-free days (when student instruction does not occur) are allocated by the School for planning and administration, curriculum development, and student assessment and reporting. It is the expectation that this position attends these days to prepare for the term.

There will be the requirement to attend for work for at least three weekdays known as Staff Days prior to the return of students at the commencement of the school year, except for Australia Day (or a day declared to be a holiday in lieu of Australia Day). These Staff Days are used for induction training, professional development training or in-service training.

Physical Capabilities

Able to work for extended periods in a seated position, view a computer screen for extended periods without visual distress, standing, walking, talking, listening, steps/stairs, carrying.

Date Prepared: September 2025