

YMCA POSITION DESCRIPTION - PSYCHOLOGIST, TEAM MANAGER

Position Title	Psychologist, Team Manager		
Group	YMCA Social Impact (Y-Care South East Qld Inc.)		
Modern Award:	Educational Services (Schools) General Staff Award 2010		
Classification Level:	General Staff, Level 7		
Position Status	Permanent, full-time	Child Facing Role	Blue Card Required
		✓	✓
Safeguarding Classification	Child Facing Position (CF)		
Employment Screening	National Police Check; and Working with Children Check (Blue Card)		
Reports to:	Group Manager, YMCA Social Impact or other person who may, from time to time, be nominated		
Supervises:	N/A		

Industry Sector

As the social impact arm of the YMCA, Y-Care, trades as YMCA Social Impact and exists to serve people in our community who are disadvantaged. Social Impact's programs each operate in different areas but share the common theme of assisting people overcome the challenges they face in body, mind and spirit. Services and programs managed by Social Impact fall under the following 5 focus areas: Youth and Education, Healthy Futures, Community Housing, Disability and Social Enterprise. The YMCA Vocational School operates under the Youth and Education focus area.

Position Summary

The Wellbeing Services Manager leads the development and delivery of various services and activities designed to maximise mental wellbeing and reduce the mental ill-health experienced by beneficiaries, the majority who are adolescents. Leading a multidisciplinary team across multiple locations, the Wellbeing Services Manager oversees assessment, counselling and mental ill-health crisis intervention, preventative and early-intervention group programs, and related staff learning and wellbeing. Working with the Social Impact leadership team, the Wellbeing Services Manager drives an organisation culture committed to evaluation and learning, and adopts a growth mindset in pursuit of continuous improvement, innovation and sustainable impact.

Duties and Responsibilities

1. COUNSELLING AND CRISIS INTERVENTION

- 1.1 Support Wellbeing Counsellors to deliver brief and evidence-based counselling and mental ill-health crisis intervention to reduce barriers to education including but not limited to mental ill-health symptomology, developmental disorders and complex trauma;
- 1.2 Support Wellbeing Counsellors to complete comprehensive intake assessments to inform personalised planning for all beneficiaries;
- 1.3 Review and model best practice professional reports and case notes regularly;
- 1.4 Guide Wellbeing Counsellors to evaluate and report on the efficacy of counselling interventions using valid and reliable measures;
- 1.5 Consult with staff to provide advice and information about general mental health and other psychological issues that affect students;
- 1.6 Consult with staff to provide advice and information about student plans, adjustments and strategies to address behavioural, cognitive and social-emotional issues. Adjustments might target class behaviour, safety plans, learning styles and/ or difficulties;
- 1.7 Maintain a high level of knowledge of evidence-based counselling approaches and techniques, developmental, learning and behavioural difficulties and/ or disorders and appropriate assessment tools for use in school and community settings;

- 1.8 Maintain a high level of knowledge of adolescent development, cultural awareness and contemporary education concepts and practices relevant to school and community counselling;
- 1.9 Maintenance of accurate and secure records of data, assessments, reports, and case notes;
- 1.10 Ensure Wellbeing Counsellors adhere to YMCA Wellbeing Services policies and procedures.

2. ASSESSMENT, VERIFICATION AND ADJUSTMENT PLANNING

- 2.1 Working with the Inclusion and Assessment Coordinator, either internally complete or arrange for external comprehensive learning, cognitive and behavioural assessments on YMCA Vocational School students;
- 2.2 Guide the scoring and interpretation of assessments and subsequent personalised education planning for students with a disability;
- 2.3 Ensure best-practice professional reports are completed in accordance with Australian Psychological Society standards;
- 2.4 Coordinate ongoing verification of students with disability by the Inclusion and Assessment Coordinator and Wellbeing Counsellors as per Independent Schools Queensland's process;
- 2.5 Working with the Principal, Business Services Manager and Inclusion and Assessment Coordinator, manage the annual submission for the National Consistent Collection of Data (NCCD) for School Students with a Disability;
- 2.6 Develop, implement and monitor internal audit procedures and provide training to Heads of Campuses and school staff to ensure both NCCD and verification data linked to Census reporting is completed appropriately by all stakeholders;
- 2.7 Working with key internal stakeholders, arrange and deliver extensive adjustments to support for students with disability to maximise their participation in education and vocational training;
- 2.8 Maintain relationships with external therapeutic stakeholders including community-based psychiatrists, paediatricians, psychologists and occupational therapists;
- 2.9 Maintenance of accurate and secure records of meetings, assessments, reports, case notes and other confidential information.

3. WELLBEING GROUP PROGRAMS, TRAINING AND DEVELOPMENT

- 3.1 Support Programs staff and Wellbeing Counsellors to design and/ or facilitate developmentally-appropriate Wellbeing Group Programs that maximise impact for beneficiaries;
- 3.2 Deliver programs using best-practice facilitation methods including but not limited to session planning, formulations, group composition and behaviour management;
- 3.3 Monitor evidence-based assessment and triaging of young people for appropriate program selection, continuation and discontinuation;
- 3.4 Apply YMCA's Evaluation and Learning methodology to guide program design and evaluation.
- 3.5 Support Programs staff and Wellbeing Counsellors to evaluate and report on group programs using robust outcome measures and methodologies;
- 3.6 Support the Program Coordinator to recruit, train and on-board volunteers for School-Based Mentoring, Community Connections and other programs;
- 3.7 Maintain a high level of knowledge of mental ill-health and wellbeing group program design, facilitation and evaluation, particularly relevant to a school setting;
- 3.8 Maintain and foster new partnerships with research organisations;
- 3.9 Assist in planning and facilitation of other YMCA Social Impact programs and activities;
- 3.10 Provide regular clinical individual and group professional development to Wellbeing Counsellors and the Inclusion and Assessment Coordinator;
- 3.11 Provide whole school training and information services about matters including but not limited to mental ill-health, developmental disorders, suicide risk, and adjustment planning;
- 3.12 Develop the professional capabilities and competencies of programs' staff to develop and facilitate Wellbeing Group Programs via coaching and formal training;
- 3.13 Maintain an awareness of contemporary professional development and training relevant to the Wellbeing Services team.



4. THRIVE LEARNING AND DEVELOPMENT PROGRAM

- 4.1 Oversee the further development and implementation of the Thrive Framework using empirical literature relating to but not limited to mental wellbeing and ill-health, developmental disorders, trauma, neuropsychology, and attachment;
- 4.2 Support the Thrive Learning Coordinator in the use of design thinking to ascertain stakeholder needs, frustrations and desires by collecting, monitoring and reporting quantitative and qualitative data;
- 4.3 Oversee the creation of Thrive content to be delivered both electronically via learning management system and workplace face to face training including initiatives such as coaching and team forums;
- 4.4 Working with the Impact and Innovation Manager, evaluate the Thrive framework development outcomes against performance targets;
- 4.5 Actively promote YMCA's Evaluation and Learning methodology to foster learning and ongoing improvement by staff and volunteers.

5. PROFESSIONAL STANDARDS AND PROFESSIONAL DEVELOPMENT

- 5.1 Maintain current membership and compliance with the Australian Health Practitioner Regulation Agency (AHPRA) and ensure others comply with relevant associations including the Australian Counselling Association;
- 5.2 Adhere to the Australian Psychological Society code of ethics;
- 5.3 Ensure staff psychological and counselling practice is consistent with the conditions or undertakings approved by the board of AHPRA;
- 5.4 Advise management about any changes to the status of team members' registration, conflicts of interest, or unethical practice immediately upon notice;
- 5.5 Support all Wellbeing Counsellors to receive regular external supervision provided by a registered counsellor, psychologist or social worker (mental health endorsed);
- 5.6 Attend professional development activities to maintain and develop competencies to ensure that YMCA Wellbeing Services are of high quality, and consistent with contemporary practice and agency policies and procedures;
- 5.7 Maintain complete, secure and confidential records of all assessments, provision of psychological and counselling services, student/ client files, case management and student education documentation, for seven years post the student/ client's 18th birthday;
- 5.8 Actively promote professional standards and practice to other staff members;
- 5.9 Undertake relevant and regular professional development opportunities to improve self, including learning and development practices including training methods;
- 5.10 Participate in extra-curricular activities reasonably expected in line with the position, including but not limited to industry networking events and professional development.

Safeguarding Children

1. SAFEGUARDING CHILDREN REQUIREMENTS

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

Child-Facing Roles

- 1.1 Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people;
- 1.2 Act as an extended guardian towards children and young people where you have interactions and at all times take reasonable steps to prevent abuse and neglect;
- 1.3 Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct;
- 1.4 Update your details whenever these change, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws;
- 1.5 Complete a Working with Children Check (Blue Card) prior to commencement and maintain currency throughout employment;
- 1.6 Complete a National and/or International Police Check prior to employment and at the discretion of the YMCA;
- 1.7 Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures;
- 1.8 Participate in safeguarding children and young people training as directed;

Non-Child-Facing Roles

- 1.9 Participate in safeguarding children and young people training as directed



- 1.10 Use standardized methods for receiving and responding to feedback and complaints from children, young people and their families;
- 1.11 Any new program initiatives are to include consultation with children and young people, using standardized practices and resources;
- 1.12 Maintain a working knowledge of policies and procedures relating to safeguarding children and young people;
- 1.13 Attend any other training legally mandated by your role in relation to safeguarding children and young people;
- 1.14 Actively promote cultural safety for children and young people from CALD, ATSI, LGBTQIA+ communities and those with disabilities.

General

2. GENERAL REQUIREMENTS

- 2.1 Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace;
- 2.2 Comply with all Policies and procedures
- 2.3 Maintain confidentiality of all YMCA information, records and files;
- 2.4 Complete the YMCA Induction and other required training as required by organizational policy and procedures;
- 2.5 Uphold, promote and comply with the policies, mission and values of the YMCA;
- 2.6 Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

3. WHS RESPONSIBILITIES FOR ALL EMPLOYEES / VOLUNTEERS

- 3.1 Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation;
- 3.2 Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements;
- 3.3 Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA;
- 3.4 Report all hazards, near-misses, incidents and injuries in accordance with organization policy and procedures;
- 3.5 Wear appropriate clothing, footwear and protective equipment for the work performed and work environment;
- 3.6 Properly use equipment, including any relevant safety equipment or devices;
- 3.7 Participate in discussions and consultation on the management and resolution of WHS risks;
- 3.8 Accurately complete all required WHS documentation relevant to position and work activities being undertaken
- 3.9 Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff;
- 3.10 Make suggestions for improvements to health and safety practices within the workplace;
- 3.11 Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others;
- 3.12 Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

- 1. Walking / standing – Frequent
- 2. Sitting – Constant
- 3. Squatting/ bending/kneeling – Occasional
- 4. Working outdoors – Occasional
- 5. Fine motor skills (keying, typing) – Constant
- 6. Gross motor skills (e.g. setting up, packing up) – Occasional
- 7. Lifting/carrying up to 10kg – Frequent

(Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)

Position Requirements / Selection Criteria

Essential:

- 1. Mission driven and personal values alignment with the YMCA;
- 2. Current full registration with the Psychology Board of Australia, and accredited Postgraduate degree in Psychology (preferably Educational and Developmental);



3. A minimum of five years' experience providing counselling and mental ill-health crisis intervention, preferably within a school or working with adolescents;
4. A minimum of five years' experience completing learning, cognitive and behavioural assessments and planning, preferably within a school or working with adolescents;
5. Understanding of and commitment to evaluation and learning including the use of evidence-based measurement tools and methodologies;
6. Demonstrated experience leading and managing other mental health professionals;
7. Demonstrated understanding of preventative and early-intervention focused group program development and delivery;
8. Excellent interpersonal skills with the ability to build and maintain quality relationships with young people, parents/ caregivers, staff and external stakeholders (e.g. community health professionals).
9. Computer literacy and prior experience using a range of office software including Word, Excel;
10. A current driver's licence and possession of or willingness to gain current First Aid and CPR qualifications;
11. Willingness to obtain a Blue Card and a national criminal history check prior to commencement of employment;
12. Achievement of YMCA's Safeguarding Children Training Certificate and complete annual refresher training.

Desirable:

1. Membership of the Australian Psychological Society is preferable but not mandatory;

Approval

Date Position Description Revised:	July 2019
Position Description approved by:	Chief Executive Officer
Date of Approval:	

