

Graduate School Psychologist

STATEMENT OF DUTIES

MARCH 2026

Number	Generic
Portfolio	Schools and Early Years
Branch	Specified Learning Services
Section/Unit/School	Student Support
Supervisor	Senior School Psychologist
Award/Agreement	Teaching Service (Tasmanian Public Sector)
Classification	Band 1 Level 4-13
Employment Conditions	<p>Permanent or fixed-term, full or part-time as specified, up to 70 hours per fortnight, 52 weeks per year including 11 weeks annual leave. Interstate and intrastate travel may be required.</p> <p>School Psychologists are part of a statewide public education system and may, in accordance with the provisions of the State Service Act 2000, and the Transfer and Isolated Locations Incentives Agreement 2000 as incorporated into the Teaching Service (Tasmanian Public Sector) Award 2005 be transferred to any other location on a temporary or permanent basis. If permanently transferred to meet departmental requirements, reasonable expenses will be met.</p>
Location	The current location is within a specified Learning Service, but this may be subject to negotiation.

Context

The Department for Education, Children and Young People (DECYP) is committed to ensuring bright lives and positive futures for every child and young person in Tasmania. The Schools and Early Years portfolio provides educational services and support to improve student learning, wellbeing, and developmental outcomes.

Learning Services Student Support teams deliver specialist services to schools, including psychological assessment, intervention, and counselling. These services aim to enhance access, participation, and achievement for students, while building the capacity of school communities to support children and young people effectively.

Primary Purpose

The Graduate School Psychologist works as part of a multi-disciplinary team to provide child and adolescent psychological services that support students and families. The role contributes to improving educational and developmental outcomes through assessment, intervention, and collaborative planning.

The occupant assists in building the capacity of school communities by providing professional learning and advice, while developing skills and confidence under professional supervision. The role aligns with the Department's Strategic Plan and safeguarding framework to ensure safe, inclusive, and supportive learning environments.

Level of Responsibility/Direction and Supervision

The occupant is responsible for managing an assigned caseload and delivering psychological services under the guidance of a Senior School Psychologist. The role involves completing day-to-day tasks with support and mentoring to develop professional competence and confidence.

General direction may be provided by the assigned Principal, or equivalent whilst occupants undertake duties on school sites

Professional practice supervision is provided by a Senior School Psychologist in conjunction with an AHPRA Board Approved Supervisor. The occupant is expected to act ethically, maintain confidentiality, and model behaviours consistent with the Department's values and commitment to child safety.

It is the responsibility of the occupant to actively participate, promote and model behaviours which are consistent with the Department's commitment to the safety and wellbeing of children and young people. This includes the prevention, identification and reporting of child abuse and behaviours which are not consistent with the Department's values.

The occupant is responsible for complying with all Agency policies and procedures, including those relating to fraud and corruption control, record management, confidentiality, conduct and behaviour, mandatory reporting, education, training and assessment.

The Department has a range of delegations across the operational portfolios which include Finance, People Services and Support (HR) and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise

any applicable delegations prudently and in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements.

Primary Duties

1. Undertake educational and psychological assessment and diagnosis across all areas of child and adolescent development, applying culturally safe strategies and demonstrating understanding of diversity, and provide psychological counselling, therapy and programs to support mental health, emotional wellbeing and family-related issues.
2. Plan and implement evidence-based psychological interventions in collaboration with staff, professionals, and parents, explaining how strategies can be applied across a range of contexts.
3. Demonstrate appropriate interpersonal communication, interview skills, and cultural responsiveness in all professional interactions, consistent with ethical and practice standards.
4. Participate as a member of a Learning Services Student Support Team, fostering interprofessional collaborative practice and respectful working relationships.
5. Provide professional learning and information to schools and families to build capacity for improving student outcomes.
6. The incumbent can expect to be allocated duties, not specifically mentioned in this document, that are within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
7. In accordance with the *Work Health and Safety Act 2012* the incumbent will actively participate in and contribute to the maintenance of safe working conditions and practices, including the development and implementation of improvement initiatives, safeguarding practices and all mandatory training requirements.

Selection Criteria

The following specific selection criteria must be addressed by candidates. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Knowledge of child and adolescent development, psychological assessment and diagnosis, and culturally safe intervention strategies, with an understanding of diversity and ethical practice.
2. Ability to demonstrate effective interpersonal communication, interview skills, and cultural responsiveness in situations appropriate to psychological practice and research.
3. Capacity to explain and apply basic psychological intervention strategies across a range of contexts and document appropriate professional records.
4. Ability to work collaboratively in multi-disciplinary teams, demonstrating understanding of interprofessional practice principles, clinical problem solving and respectful working relationships.
5. Ability to support project work or strategic priorities with some independence
6. A demonstrated capacity to commit to the Department's values, with the ability to apply them through individual behaviours and actions.

Requirements

Registration/licences that are essential requirements of this role must remain current and valid at all times whilst employed and the status of these may be checked at any time during employment. It is the employee's responsibility to advise the Department if there is any change to the status of a registration/licence. This includes notifying the Department of any new criminal charges or convictions and/or if a registration/licence is revoked, cancelled or has conditions applied.

- Essential**
- Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)
 - Must be registered as a provisional psychologist and completing an accredited pathway for General Registration as a Psychologist or hold General Registration having recently completed the relevant 6-year qualification in the previous 12 months, or by the end of January 2027.
 - Applicants must be able to satisfy that upon completion of the accredited pathway; they are eligible to be registered as a psychologist within Tasmania in accordance with the provisions of the Health Practitioner Regulation National Law (Tasmania) Act 2010.
- Desirable**
- A current driver's licence.
 - Eligible for membership of the Australian Psychological Society.

Working within the Department for Education, Children and Young People



Connection



Courage



Growth



Respect



Responsibility

Our values of **Connection, Courage, Growth, Respect, Responsibility** represent the foundation of our Department's culture and guide us in all that we do to ensure **Bright lives. Positive futures** for every child and young person in Tasmania.

We bring our values to life through our everyday behaviours and actions. We want to attract, recruit and retain people who uphold these values and are committed to building a strong values-based culture.

Our Department is committed to building inclusive workplaces and a workforce that reflects the diversity of the community we serve. We do this through a culture that ensures everyone is respected, and has equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.

We are committed to providing a safe workplace for all employees and have zero tolerance to all forms of violence, including child abuse and harm. The Department is a smoke-free work environment, and smoking is prohibited in all State Government workplaces, including vehicles and vessels.

Employment within the Department is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DECYP Condition of Use policy statement located at [Department for Education, Children And Young People: Information technology policies](#)

Commitment to Children and Young People

This is a Department built entirely for children, young people and their communities. Our ultimate goal is to work together to ensure that every child and young person in Tasmania is known, safe, well and learning. The child is at the centre of everything we do, and the way we do it.

The Department is committed to providing a culturally safe environment which upholds the safety and wellbeing of all children and young people in Tasmania. The Department's Safeguarding Framework, *Safe. Secure. Supported.* underpins this commitment.

All employees must demonstrate and model behaviours which value and respect children and young people, show a commitment to child safety and wellbeing, and display an understanding of the developmental needs of children and culturally safe practices relevant to their position.

APPROVED BY PSS DELEGATE: Manager – Talent Acquisition – 03/26JF

Request:

Date Duties and Selection Criteria Last Reviewed: 03/26DN
