

POSITION DESCRIPTION

Position name	Psychology Team Leader
Employment Status	Fixed-term contract
Tenure	19 January 2026 through to the end of the 2026 academic year
Fraction	Minimum 0.6fte up to full time (1.0fte), term time
Grade	6 (plus leadership allowance)
Key Relationships	Reporting to the Head of Students and Wellbeing, the position leads the Psychology team and consults closely with the Head of Mitcham Campus, Director of Boarding, Heads of House, Home Group Teachers, and external professionals.

Our Mission:

Scotch College aims to prepare our students to make an impact.

We plan to deliver consistent, outstanding innovation in our people, programs and infrastructure on a sustainable basis, in order to provide opportunities for young people to thrive and develop the awareness, boldness and versatility to make a difference in any part of the world.

We are a forward looking, externally focused, nurturing and ambitious community driven by a powerful sense of the wellbeing of our stakeholders, so that the wellbeing of others may be enhanced. Wellbeing is embedded in everything we do, and we want our staff to be:

- able to flourish: be physically adept, mentally resilient, intrinsically motivated, highly skilled,
- practicing effective work life integration, and
- demonstrating an adaptive capability which will enable the College to confidently embrace disruption.

Key to the achievement of this vision is the College's strategy of attracting and retaining the best people whose values align with Scotch.

Position Objective:

The Psychology Team Leader provides leadership and coordination of the College's Psychology service while maintaining a student counselling caseload. This role supports students' wellbeing and learning from ELC to Year 12 through psychological services, counselling, assessment, and targeted interventions. The Team Leader provides expert guidance and mentorship to psychology staff, coordinates support with internal and external professionals, and leads the development of programs that foster a safe, inclusive, and thriving school environment

Position Overview:

The Psychology Team Leader operates with a high degree of autonomy in a dynamic and supportive educational environment, providing both psychological expertise and team leadership within the College's wellbeing structure. This role requires discretion, sound professional judgement, and the ability to work independently while leading collaborative team initiatives. Success depends on professional maturity, flexibility, adaptability, and the capacity to build strong, positive relationships with students, families, staff, and external professionals, while navigating the unique structures and complexities of a school setting. The role combines direct psychological service delivery with leadership oversight, mentorship, and crisis leadership.

Key Responsibility Areas:

1. Psychology Team Leadership and Coordination

- Provide leadership, mentorship and professional support to members of the Psychology team, fostering a collaborative and high-performing team culture.
- Oversee referral processes, case allocation, waiting list management, and case file systems to ensure efficient and equitable service delivery.
- Provide consultation and guidance to team members regarding complex cases, ethical issues, and professional practice standards.
- Coordinate and facilitate regular team meetings, case discussions, and professional supervision arrangements.
- Lead crisis management responses and coordinate the Psychology team's involvement in critical incidents.
- Support consultation between the Psychology team and College leaders, boarding staff, nursing staff, and external professionals to ensure coordinated student support.
- Co-chair the College Ethics Committee and maintain key professional networks and external relationships.
- Oversee resources, budget management, and administrative processes supporting the Psychology service.
- Coordinate professional learning for the team, including training in risk management, wellbeing initiatives, and contemporary psychological practices.
- Represent the Psychology service in strategic planning discussions with senior leadership.

2. Psychological and counselling services

- Maintain a counselling caseload, delivering psychological and counselling services to students from ELC to Year 12, including in individual sessions and classroom-based interventions.
- Provide expert consultative support to College staff in their interactions with students, particularly in complex or high-risk situations, offering advice and strategies to enhance student wellbeing and engagement.
- Foster open, trusted, and confidential communication with staff to enable early identification, coordinated response, and consistent support for student wellbeing.
- Offer guidance to the College and families regarding appropriate referral pathways for students who may benefit from additional assessment or specialist support.
- Provide immediate support and intervention for students in crisis situations, including leading the psychological response to critical incidents.
- Collaborate with wellbeing staff to design, deliver, and evaluate group programs or initiatives that promote positive mental health and wellbeing across the College community.
- Maintain comprehensive and professionally appropriate case notes, records, and reports in accordance with College and professional standards.
- Liaise with community agencies, external professionals, and internal wellbeing staff to ensure coordinated and effective care for students, particularly in complex cases.

3. Identification and Support of Students with Special or Complex Needs

- Conduct assessments and observations to identify learning, behavioural, or social-emotional needs, and provide clear, evidence-based recommendations for support.

- Provide expert oversight and guidance for complex case management, including students with high-level or multifaceted needs.
- Collaborate with teachers, Education Support Officers, and wellbeing staff to interpret assessment findings and integrate recommendations into classroom and individual learning plans.
- Provide expert guidance to teachers on effective strategies for learning support, classroom management, and student engagement, particularly in challenging situations.
- Assist and support teachers in communicating with parents about student needs and progress, including facilitating access to appropriate external professionals or assessments.
- Support students, parents, and teachers during key transitions to ensure continuity of care and successful adjustment.
- Provide support for Special Programs and other staff as needed e.g., behaviour management, guidance around social/emotional/academic learning, interpretation of psychological and other assessments, implementation of recommendations from professional assessments.
- Contribute to the development and review of Individual Learning Plans and lead case management approaches for students with complex or high-level needs.

4. Program Development and Professional Support

- Work collaboratively with the Director of Students and Wellbeing, Head of House, Home Group Teachers, and other relevant staff to support students with complex needs and ensure a coordinated approach to wellbeing and learning.
- Lead and participate in transition and case management meetings to inform support strategies and interventions.
- Partner with the Director of Students and Wellbeing and other senior staff to coordinate, lead and evaluate College-wide mental health and wellbeing initiatives.
- Support the development and delivery of professional learning for the Psychology team and broader wellbeing staff.
- Develop and deliver evidence-based professional learning for staff on topics related to child and adolescent development, wellbeing, and mental health.
- Design and present seminars for parents on relevant psychological and educational topics that strengthen the partnership between home and school.
- Contribute to policy development and review related to student wellbeing, psychological services, and ethical practice.

5. Work Health Safety and Wellbeing

- Take reasonable care of, and cooperate with actions taken to protect the health and safety of self and others
- Report all accidents, incidents and hazards as soon as is practicable
- Read and adhere to all Scotch WHS guidelines and policies

Key Selection Criteria:

Qualifications, certifications and experience

- Tertiary qualifications in Psychology and experience working with children and adolescents in a school or education setting.
- Full registration as a Psychologist with the Psychology Board of Australia.
- Attainment and maintenance of a valid Working with Children Check (WWCC).
- Attainment and maintenance of the 'Responding to Risk of Harm, Abuse and Neglect – Education and Care' (RRHAN-EC) certification at the Masterclass level.
- Attainment and maintenance of HLTAID012 'Provide First Aid in an Education and Care Setting' Certificate.
- Thorough understanding of contemporary student welfare and wellbeing practices.
- Demonstrated experience leading, mentoring, or supervising other professionals in psychological practice
- Demonstrated strong experience in the provision of complex case management and crisis intervention situations, ideally with exposure across the R-12 setting.
- Experience in service coordination, resource management, or team leadership in a psychological or wellbeing context.
- A thorough understanding of child development, knowledge of psychoeducational assessment procedures, and experience with evidence-based therapeutic approaches for children and adolescents.
- Sound understanding and demonstratable experience applying child protection legislation and guidelines.
- Strong digital capability.

Personal Attributes

- Professional maturity with exemplary ability to foster proactive and positive relationships with a variety of staff, parents, students, and external professionals
- High degree of confidentiality, integrity and professional judgement, with the capacity to handle sensitive and complex situations
- Strong leadership skills with the ability to mentor, guide, and support team members.
- Ability to work independently with a high degree of autonomy while leading collaborative team initiatives.
- Exceptional interpersonal skills with the ability to establish rapport and build trust with students, families and staff at all levels
- Highly organised individual capable of remaining composed and effective when juggling competing demands and leading crisis responses.
- Strong organisational and time management skills, with the ability to manage competing priorities
- Commitment to ongoing professional development, with a proactive focus on maintaining registration standards and staying current with best practice.
- Superior written and verbal communication skills, sufficient to explain complex concepts to a variety of stakeholders, maintain clear, concise case notes and communicate with other allied health professionals.
- Demonstrated ability to think strategically and contribute to service improvement and development
- This position may require reasonable out of hours work in support of crises management. A willingness to support the team as needs arise is important.



Conditions of Employment:

- Must be eligible to work in Australia.
- Must satisfy child protection screening and adhere to Scotch's Child Protection policy and procedures.
- Position is employed under the terms and conditions of the [Scotch College Adelaide Enterprise Agreement 2024](#).
- All staff are responsible for ensuring that the data they collect, access or retain is done so within the requirements of the College Privacy Policy.

Finally

No position description can capture the complexity of tasks within a College. Therefore, this position description should not be limiting and some flexibility is required when using it for reference. There will be other tasks, not described above, that may be given to this position from time-to-time. All positions evolve and change over time, and the College commits to regularly review and update position descriptions to accurately reflect the contribution of employees.

This role may require reasonable out of hours work. Scotch College respects employee's right to disconnect and will communicate with the incumbent regarding when out of hours work is anticipated and discuss reasonable ways to minimize disruption to personal life.

Scotch College is a child-safe organisation and committed to the safety and wellbeing of children and young people. We undertake appropriate screening and suitability assessments to determine the commitment of applicants to supporting child safety and wellbeing values in practice.