Allied Health Professional

Classification:	Education Support Officer Category B, level dependent on experience
Commencement	January 2027
Employment Status:	Ongoing, Part Time
Reports to:	Principal, through the Director of Student Engagement and Wellbeing and Learning Diversity Leader
Employment Terms:	Employment is in accordance with terms and conditions as outlined in the Catholic Education and Multi-Employer Agreement (CEMEA 2022)

Mercy College

Mercy College is a Catholic Secondary Girls' College with a proud and rich history of education in the local Coburg area and surrounding suburbs.

Guided by the Mercy values of Compassion, Excellence, Hospitality and Justice, we pride ourselves on fostering a community which empowers each student to be inquisitive, courageous and persistent. We respect, value and celebrate each student's unique gifts and all that they bring to our community.

Position Summary

The Allied Health Professional works collaboratively within the Learning Diversity and Student Wellbeing teams to provide specialised assessment, intervention, consultation and capacity-building services. The role supports students with diverse learning, communication, sensory, social, emotional and functional needs and contributes to the implementation of inclusive educational practices across the College.

Child Safety

Mercy College is committed to the safety and wellbeing of our students. The College is committed to the protection of all children from all forms of child abuse. In this context, the College has implemented a comprehensive child safety program and processes which apply to all community members.

All staff appointed to the College are expected to take an active role in maintaining children's safety and have a demonstrated understanding of appropriate behaviours when engaging with children. Staff are also required to have a sound knowledge of their legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards.

Essential Duties and Responsibilities

Occupational Therapy Services

- Conduct comprehensive assessments to identify students' sensory, motor, functional, self-regulation and participation needs and use assessment findings to inform recommendations, adjustments and intervention planning.
- Develop and implement evidence-based intervention plans that support students' access to learning, engagement in classroom activities, independence and participation in school life.
- Provide individual and small group interventions targeting skill development, self-regulation, executive functioning, sensory processing and participation outcomes.
- Work collaboratively with teachers and Learning Diversity staff to develop, implement and review reasonable adjustments and personalised support strategies.
- Assist in identifying barriers to learning and participation and provide practical recommendations that promote student inclusion and success.
- Contribute to Student Support Group meetings, case conferences and multidisciplinary planning meetings.
- Liaise with families, therapists, medical practitioners and community agencies to support coordinated outcomes.
- Prepare professional reports, assessment summaries and recommendations that support educational planning.
- Support student transitions into, through and beyond the College

Speech Pathology Services

- Conduct speech, language and communication assessments to identify student strengths, needs and barriers to learning.
- Develop and implement evidence-based intervention plans and communication support strategies.
- Provide individual and small group interventions for students experiencing speech, language, literacy and social communication difficulties.
- Collaborate with teachers to develop communication-supportive learning environments.
- Assist staff to understand the impact of communication difficulties on learning, participation and wellbeing.
- Develop communication profiles, recommendations and support plans.
- Participate in Student Support Group meetings and multidisciplinary case management processes.
- Liaise with families and external service providers to support coordinated interventions.
- Prepare professional reports and maintain accurate records.

Collaboration and Student Support

- Work collaboratively with Learning Diversity, Student Wellbeing, leadership and teaching staff to support student learning, wellbeing and inclusion.
- Provide consultation and specialist advice regarding student needs, intervention strategies and adjustments.
- Contribute to the identification, assessment and monitoring of students requiring additional support.
- Support the implementation of inclusive educational practices and reasonable adjustments.
- Build staff capacity through consultation, coaching, modelling and professional learning opportunities.

- Contribute to whole-school wellbeing, inclusion and engagement initiatives.

Monitoring, Documentation and Professional Practice

- Maintain accurate, confidential and up-to-date records, case notes, assessment data and reports.
- Monitor and evaluate student progress and intervention outcomes.
- Maintain professional registration and practise in accordance with relevant professional standards and codes of ethics.
- Participate in supervision, professional learning and reflective practice.
- Contribute to continuous improvement processes within the Learning Diversity and Student Wellbeing teams.
- Remain informed of current research, evidence-based practice and emerging developments relevant to the profession

General accountabilities for all staff

- Contribute to a healthy and safe work environment for self and others by complying with all safe work policies and procedures.
- Maintain currency of first aid, mandatory reporting and anaphylaxis training.
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.
- Demonstrate professional and collegiate relationships with colleagues.
- Undertake other duties appropriate to the position as reasonably directed by the Principal, or their nominated delegate.

Selection Criteria

The successful applicant must be able to demonstrate the following:

Occupational Therapist

1. Tertiary qualifications in Occupational Therapy and current registration with AHPRA.
2. Experience working with children and adolescents, preferably within an educational setting.
3. Demonstrated ability to assess functional, sensory, motor and participation needs and develop evidence-based interventions.
4. Demonstrated knowledge of disability inclusion, reasonable adjustments and student support planning.
5. Proven capacity to work collaboratively with staff, families and external professionals.
6. Highly developed communication, interpersonal and report-writing skills.
7. Experience providing consultation, coaching or professional learning to staff.

Speech Pathologist

1. Tertiary qualifications in Speech Pathology and eligibility for Certified Practising Membership of Speech Pathology Australia.
2. Experience working with children and adolescents, preferably within an educational setting.
3. Demonstrated ability to assess communication needs and implement evidence-based intervention strategies.
4. Demonstrated knowledge of communication-supportive practices and inclusive education.
5. Proven capacity to work collaboratively with staff, families and external professionals.
6. Highly developed communication, interpersonal and report-writing skills.
7. Experience delivering consultation, mentoring, coaching or professional learning.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and its status within the College.

Psychologist

Classification:	Education Support Officer Category B, level dependent on experience
Commencement	Term 2, 2027
Employment Status:	Fixed Term, Parental Leave Replacement
Reports to:	Principal, through the Director of Student Engagement and Wellbeing
Employment Terms:	Employment is in accordance with terms and conditions as outlined in the Catholic Education and Multi-Employer Agreement (CEMEA 2022)

Mercy College

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Position Summary

The Psychologist provides counselling, assessment, consultation and wellbeing services to students and families. The role supports student mental health, learning engagement and educational access through evidence-informed practice, psychoeducational assessment, collaborative case management and whole-school wellbeing initiatives.

Child Safety

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All staff appointed to the College are expected to take an active role in maintaining children's safety and have a demonstrated understanding of appropriate behaviours when engaging with children. Staff are also required to have a sound knowledge of their legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards.

Essential Duties and Responsibilities

Psychological Assessment and Intervention

- Conduct comprehensive psychoeducational, cognitive, academic, behavioural and social-emotional assessments.
- Administer, score and interpret WISC-V, WIAT-III, BASC-3 and other relevant assessment tools.
- Prepare comprehensive psychological reports and recommendations.
- Provide feedback and consultation to students, families and staff regarding assessment outcomes.
- Undertake risk assessments and develop safety, support and return-to-school plans.
- Contribute to Student Support Group meetings and educational planning.

Counselling and Mental Health Support

- Provide short-term individual counselling and therapeutic intervention.
- Provide group counselling and targeted wellbeing interventions.
- Utilise evidence-based approaches including CBT, ACT and trauma-informed practice.
- Participate in intake, triage and referral processes.
- Provide crisis intervention and support during periods of acute distress.
- Liaise with families regarding student wellbeing and support needs.

Student Wellbeing, Prevention and Education

- Contribute to the development of whole-school wellbeing initiatives.
- Develop and deliver psychoeducational programs for students.
- Support parent education programs and wellbeing workshops.
- Provide professional learning for staff regarding adolescent mental health and wellbeing.
- Analyse wellbeing trends to inform strategic planning and intervention.

Collaboration and Case Management

- Attend Student Wellbeing Team meetings.
- Collaborate with Learning Diversity staff, teachers and leaders.
- Consult with staff regarding student wellbeing and classroom support strategies.
- Liaise with parents, carers and external health professionals.
- Participate in multidisciplinary case conferences and planning meetings.

Documentation, Compliance and Administration

- Maintain confidential clinical records using approved systems.
- Prepare reports, case notes and wellbeing documentation.
- Comply with privacy legislation, child safety standards and professional obligations.
- Maintain accurate assessment and intervention records.
- Contribute data and information for service evaluation and continuous improvement.

Child Safety and Professional Practice

- Maintain knowledge of Child Safe Standards and mandatory reporting obligations.
- Fulfil mandatory reporting and information-sharing responsibilities.
- Maintain AHPRA registration and professional learning requirements.
- Participate in supervision, peer consultation and reflective practice.
- Adhere to APS ethical standards and MACS/Mercy College policies.

General accountabilities for all staff

- Contribute to a healthy and safe work environment for self and others by complying with all safe work policies and procedures.
- Maintain currency of first aid, mandatory reporting and anaphylaxis training.
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.
- Demonstrate professional and collegiate relationships with colleagues.
- Undertake other duties appropriate to the position as reasonably directed by the Principal, or their nominated delegate.

Selection Criteria

The successful applicant must be able to demonstrate the following:

1. Demonstrated knowledge and experience in the administration of various psycho-educational assessment tools where you will be able to conduct and advise on specialist assessments of cognitive, emotional and behavioural needs of students.
2. Be able to work effectively with students and their families and apply a range of evidence-based interventions and counselling appropriate for different issues and stages of development.
3. Demonstrated ability to establish and maintain effective consultative and working relationships with people from diverse professional, cultural and linguistic backgrounds that enhance the provision of effective services for students at risk.
4. Demonstrated experience in the development and implementation of programs, policies and procedures for students and the school community.
5. Capacity to maintain confidentiality, discretion and deal respectfully with sensitive student matters and personal information.
6. Have a sound understanding of the Child Safe Standards and a commitment to the safety and wellbeing of children.
7. Proven ability to work effectively as a team member, as well as independently, with demonstrated high-level organisational and time management skills.
8. Proven ability to recognise the need to refer cases onto suitable external professional agencies when appropriate.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and its status within the College.