

Position Description

Position details

Job description #	
Position title	Psychologist
Business group	Te Mahau Te Tai Whenua
Team	Learning Support
Job family	Taranaki, Whanganui, Manawatū
Location	Palmerston North
Reports to	Service Manager
Direct reports	Nil

Organisation Context

Our Purpose	<p>We work together to shape an education system that delivers excellent and equitable outcomes.</p> <p>Ko tā mātou he waihanga i tētahi pūnaha mātauranga e tuku ai he otinga tōkeke, he otinga hiranga</p>
Our Behaviours	<ul style="list-style-type: none"> • We get the job done • Ka oti i a mātou ngā mahi • We are respectful, we listen, we learn • He rōpū manaaki, he rōpū whakarongo, he rōpū ako mātou • We back ourselves and others to win • Ka manawanui ki a mātou me ētahi ake kia wikitoria • We work together for maximum impact • Ka mahi ngātahi mo te tuinga nui tonu • Great results are our bottom line • Ko ngā huanga tino pai a mātou whīnga mutunga
Our core organisational success factors	<ul style="list-style-type: none"> • Cultivating a customer focused culture • Building a high performance culture • Building strategic business alliances • Creating alignment and accountability

Role Context

Role Purpose	<p>The purpose of the Psychologist is to provide effective, efficient and equitable psychological services for the benefit of children and young people with additional learning needs in accordance with the goals, objectives and policies of the Ministry of Education.</p>
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Accountabilities

Key accountabilities	Key activities
Service Delivery	<ul style="list-style-type: none"> applies a strengths-based approach identifies patterns or contributing factors that may be influencing learning, wellbeing and behaviour enhances inclusive practices in early learning services, schools and other educational settings collaboratively supports progress with learner goals builds the capacity of those who are best placed to support the learning of children and young people
Leadership	<ul style="list-style-type: none"> supports systemic change develops learning and leadership capabilities within organisations
Reporting and information	<ul style="list-style-type: none"> interprets and applies research findings, and contributes towards research agendas and policy development ensures that robust data collection and reporting on intervention and service occurs regularly.
Professional Supervision	<ul style="list-style-type: none"> Participate in professional supervision in relation to their work practice. Provide peer supervision.

Position specific competencies

Behavioural expectations of all people linked closely to our mission and behaviours and Code of Conduct. To be successful in your role, you'll need to display the behaviours and attitudes that are described in our competency framework.

Capability	Level	Expectation
All Ministry of Education psychologists must adhere to the <i>Core Competencies for the Practice of Psychology in Aotearoa New Zealand</i> .	Competent	<p>These Core Competencies have been developed to assist the New Zealand Psychologists Board protect the public, as is their legislated mandate under the Health Practitioners Competence Assurance Act 2003.</p> <p>The core competencies are:</p> <ul style="list-style-type: none"> Discipline, Knowledge, Scholarship and Research Diversity, Culture, and Te Tiriti o Waitangi Professional, Legal, and Ethical Practice Framing, Measuring, and Planning

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		<ul style="list-style-type: none"> • Intervention and Service Implementation • Communication • Professional and Community Relations, Consultation, Collaboration • Reflective Practice • Supervision.
Customer focus – making customers and their needs a primary focus of one’s actions; developing and sustaining productive customer relationships.	3	<ul style="list-style-type: none"> • Sets up customer feedback systems – implements effective ways to monitor and evaluate customer concerns, issues and satisfaction and to anticipate customer needs • Seeks to understand customers – actively seeks information to understand customers’ circumstances, problems, expectations and needs • Takes action to meet customer needs and concerns – considers how actions or plans will affect customers; responds quickly to meet customer needs and resolve problems’ avoids overcommitments • Builds collaborative relationships – builds rapport and cooperative relationships with customers
Tātai Pou Demonstration of Tātai Pou competencies	At least developing level	<ul style="list-style-type: none"> • Pou Hono – Valuing Māori • Pou Mana – Knowledge of Māori context • Pou Kipa – Achieving equitable education outcomes for Māori.
Health and Safety		Actively participate in the application, monitoring and review of the Ministry’s health and safety system, contributing to a healthy and safe workplace by following Ministry policy, procedures and controls and raising issues and generating ideas for continuous improvement.

Key working relationships

Internal	Type of relationship
Learning Support colleagues	have strong working relationships
Wider Ministry Staff	have strong working relationships

External	Type of relationship
Learners, parents, whānau and caregivers	Develop and maintain effective working relationships

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Early learning services, schools, Communities of Learning and other education providers	Develop and maintain effective working relationships
Local iwi groups, community groups, the Resource Teacher: Learning and Behaviour service and other Government agency professionals	Develop and maintain effective working relationships
Representatives from learning institutions in all sectors of education, voluntary agencies, advocacy and service groups who assist learning, and other non-Government agencies	Liaise with, and work collaboratively with

Technical and specialist capabilities

Qualifications / Skills / Experience / Knowledge	
Essential	<ul style="list-style-type: none"> • Masters level tertiary qualification • Post-graduate Diploma in Educational Psychology or Clinical Psychology or equivalent • Registration under the Health Practitioners Competency Assurance Act
Desired	<p>Broad knowledge of:</p> <ul style="list-style-type: none"> • Inclusion and inclusive practices • Research design with practical experience in undertaking research • Relevant legislation, policy and best practice • Relevant health and welfare entitlements and community services
Expertise	<p>Specialist knowledge of theory, research and practice related to:</p> <ul style="list-style-type: none"> • Human development, learning and behaviour • Family and group dynamics • A range of assessment and intervention frameworks with particular knowledge of inclusive and ecological approaches and functional behaviour analysis • Education organisations/systems • Pedagogy • Disabilities and their implications for learning, behaviour and family/whānau • The NZ Curriculum Framework
Knowledge and skills	<ul style="list-style-type: none"> • Assessment and analysis • Intervention, planning and implementation at the individual and systems level • Counselling • Negotiation/mediation/contracting

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	<ul style="list-style-type: none"> • Service co-ordination in a multi-agency, multi-disciplinary setting • Problem/constraint analysis • Demonstrated strong interpersonal skills, particularly relating to the establishment of effective relationships with families and whānau • Ability to translate specialist knowledge into practical information that will assist in the development, provision and support of individual programmes in order to overcome barriers to learning • Ability to work effectively with children and young people and their families/whānau across a diverse range of settings • Ability to develop and provide training • Ability to coach and up-skill others.
Personal attributes	<ul style="list-style-type: none"> • Responsiveness • Persistence • Positive attitude • Problem solving • Ability to develop and maintain effective working relationships

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Financial Delegation	Nil
People Delegation	Nil
Health, Safety and Wellbeing	<p>I am responsible for:</p> <ul style="list-style-type: none"> • My own health and safety and that of my colleagues. • Reporting of all incidents and near misses.
This position has the following specific requirements	<ul style="list-style-type: none"> • Vulnerable Children’s Act 2014. • Ministry vetting procedures. • Conflict of interest. • Ministry Code of Conduct.

Working conditions

Physical environment	Open plan office and site visits.
Travel requirements	Travel is required.

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