



## **Job Description: School Psychologist/Counsellor**

**Responsible to:** Headmaster

**Reports to:** Heads of Section

### **Major Responsibilities and duties:**

#### **1. Assessment and Interpretation**

Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Uses assessment data about the pupil and his/her environment(s) in developing appropriate interventions and programmes.

- 1.1 Assists in early identification of pupils' learning and adjustment problems.
- 1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.
- 1.3 Conducts assessments with consideration of the characteristics of the pupil or group of pupils (including ethnic, cultural, socio-economic, and disability considerations).
- 1.4 Assists in identifying factors in the learning environment that may affect the pupil and assessing their degree of impact.

#### **2. Direct Interventions for Pupils**

Provides interventions to pupils to support the teaching process and to maximize learning and adjustment.

- 2.1 Teaches pupils how to develop effective learning strategies and personal and social skills.
- 2.2 Counsels pupils on educational and personal adjustment issues
- 2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.

#### **3. Consultation and Training**

Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of pupils.

- 3.1 Demonstrates knowledge of consultation models and processes.
- 3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of pupils.
- 3.3 Consults with teachers and other school staff on classroom, school, and/or system needs.
- 3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for pupils and families.
- 3.5 Interprets education policies, programmes, and procedures related to psychological/counselling services.
- 3.6 Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.



## 4. Programme Development

Assists in the planning, development, and evaluation of programmes to meet identified learning and adjustment needs.

- 4.1 Conducts and/or assists in conducting formal and informal needs assessment to determine programme characteristics and needs.
- 4.2 Works with others (Heads of Section/Teachers) to develop programmes, especially PSHE, and programme strategies to maximize learning for pupils
- 4.4 Assists school personnel in analyzing, interpreting, and disseminating results of programme evaluations.

## 5. School Psychology Programme Implementation

Delivers a planned and coordinated programme of psychological services.

- 5.1 Assists in the development of a comprehensive programme of services, especially PSHE programme, to all pupils
  - a) Works to develop programme objectives which address the three basic goals of service delivery: prevention/development, early intervention, and remediation.
  - b) Establishes priorities for service delivery in the schools in collaboration with appropriate school staff.
  - c) Assists in the development and/or revision of school psychologist/ counsellor's job description.
- 5.2 Adheres to established programme goals, priorities, and objectives.
  - a) Follows established policies and procedures in delivering services in the schools.
  - b) Arranges time and schedule to meet specified objectives and pupil needs, including the development of timelines for different services if needed.
  - c) Collaborates with other school personnel to accomplish programme goals and objectives.
  - d) Evaluates programme goals, priorities, and objectives at least annually and makes recommendations for needed changes.
- 5.3 Plans, maintains, and/or participates in a system of accountability for services delivered.
  - a) Maintains records of referrals, as well as all services requested and delivered.
  - b) Maintains a system of confidentiality for records and files.
  - c) Considers multiple methods for evaluating services
  - d) Provides written reports of services provided to pupils, parents, and school staff.

## 6. Professional Practice and Development

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

- 6.1 Delivers services consistent with the Ordem dos Psicólogos Portugueses (OPP), National Association of School Psychologist/counsellors (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.
  - a) Limits professional practice in the schools to demonstrated areas of training and competence.
  - b) Involves peers, supervisors, and administrators in the resolution of any conflicts between professional ethics and practice standards and practices in schools.
  - c) Advocates for acceptance of professional standards of practice and ethical principles as integral parts of the school psychology programme.



- 6.2 Pays due regard to international/national policies and protocols and best practice in the delivery of school psychological services.
- 6.3 Works to ensure pupils' rights and welfare in the school and community.
  - a) Takes an active role in ensuring that appropriate school services for pupils are provided.
  - b) Takes an active role in obtaining appropriate community services.
- 6.4 Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.
  - a) Identifies needed areas of professional development by periodic self-study and priority setting.
  - b) Shares needs for professional development with supervisor.

## 7. Communication and Relationship Skills

Communicates effectively with pupils, parents, and school staff.

- 7.1 Effectively communicates knowledge and ideas orally to individuals and groups.
  - a) Presents ideas in a planned, orderly, and coherent manner.
  - b) Uses educationally relevant and common terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term.
  - c) Distinguishes data from professional judgment and represents both as appropriate.
  - d) Presents information critical to the decisions to be made but maintain appropriate confidentiality.
- 7.2 Effectively communicates knowledge and ideas in writing. Reports maintain confidentiality and include only data that are relevant to learning, academic, behavioural, or school problems and to needed services.
- 7.3 Maintains effective interpersonal relationships and communication in the professional setting.
  - a) Listens attentively to others as demonstrated through verbal behaviours such as acknowledging, reflecting, paraphrasing, summarizing, clarifying, and elaborating.
  - b) Sustains helping relationships by displaying respect, acceptance, empathy, genuineness, and warmth toward others.
  - c) Demonstrates ability to confront a person or persons with relevant issues.
  - d) Understands and works within one's role in the system and contributes to the total efforts of school psychological services and the pupil service by demonstrating such attributes as sharing, cooperation, and assuming responsibilities.

## 8. Confidentiality/ Academic Responsibility

At all times whilst in the employ of the Oporto British School the psychologist/counsellor is expected to carry out the duties professionally and to promote the traditions, image and reputation of The Oporto British School. It is considered an act of professional misconduct to bring the reputation of the Oporto British School into disrepute.

## 9. Reasonable Request

The psychologist/counsellor is expected to carry out any additional task reasonably required by the Headmaster.