



ST PETERS GIRLS

Position Description: Psychologist/School Counsellor
Level: Fixed Term Part-time Position (2 days per week)
Reports to: Deputy Principal/Head of Senior School

The School

At St Peter's Girls' School, we focus on collaboration, creative thinking, and innovation, seeking to foster independent thinking and our core values of courage, creativity, and compassion in every student. We aim to develop motivated, versatile, and curious students who carry a love of learning throughout their schooling years and beyond. We have a proud history of over 130 years, providing outstanding educational opportunities for students from Early Learning to Year 12. Our all-in-one campus, located in leafy Stonyfell and just 5km from Adelaide's CBD, boasts spacious grounds and state-of-the-art facilities. We are an authorised IB PYP & DP World School.

St Peter's Girls seeks to employ people who embody character and influence within their personal and professional lives. We are committed to providing our staff with opportunities for ongoing development and career progression.

The Position

The School Psychologist/School Counsellor plays a pivotal role in supporting the wellbeing of all students. As a member of the Wellbeing Team, the School Psychologist's/School Counsellor's primary role is to provide students with a service that supports their wellbeing and development throughout their educational journey. The School Psychologist/School Counsellor will work closely with teachers, Heads of Year, Heads of Sub Schools and families to devise and implement supportive processes for students and will act as a conduit between external health professionals, families and relevant staff. The School Psychologist/School Counsellor will also help to create, review and implement wellbeing content for Health and EMPOWHER lessons, working closely with relevant Heads of Year, Sub Schools and Faculty.

The School Psychologist/School Counsellor reports ultimately to the Principal and directly to the Deputy Principal/ Head of Senior School.

Key Responsibilities

Wellbeing:

- Build and maintain positive working relationships with students, staff and parents to foster positive wellbeing.
- Meet with a student, self-referred or referred by parents or staff about any wellbeing issue which is causing concern to the student or others (friendships, mental health, schoolwork, family or decision-making).
- Provide therapy interventions and resources to students and families through evidence-based practice to meet individual needs.

- Arrange appropriate and ongoing support for students.
- In partnership with the Leader of Diverse Learning Needs, assess and recommend options for students in need of learning support.
- Where appropriate, discuss with the Principal, Heads of Sub-Schools, Head of Year, Homegroup Teachers or subject teachers any student of concern.
- When needed meet with parents to discuss their daughter's wellbeing.
- Maintain thorough and confidential notes.
- Actively support Heads of Year, Home Group and Health Teachers in the design and implementation of the School's EMPOWHER wellbeing program, initiatives, services and activities, to promote student wellbeing.
- Work with members of the Wellbeing Team to measure, assess and track student wellbeing and address emerging patterns in student needs.
- Use data to develop responsive age and developmentally appropriate wellbeing programs.
- Work closely with Home Group Teachers, Heads of Year and the relevant Head of Sub School to address the emerging wellbeing needs of students.
- Facilitate small group interventions in the Junior, Middle and Senior Schools as required.
- Act as a conduit between external health professionals, families and relevant staff.
- Attend and when required contribute to Parent Information Evenings.
- Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
- Support Colleagues to make CARL reports if required.
- Communicate with the Principal all CARL reports made and provide details when required.
- Other responsibilities as required by the Principal from time to time.

Professional Engagement:

- Critically engage in regular professional learning to update knowledge and practice, targeted to professional needs and school priorities.
- Engage in professional discussions with colleagues in a range of forums to evaluate practice and improve professional knowledge and practice.
- Actively participate in professional and community networks and forums to broaden knowledge and improve practice.
- Use the relevant professional standards to plan personal professional development goals.
- Under the direction of the Principal, be available to support fellow School Psychologists and School Counsellors in the event of a critical incident occurring at another school.

Essential Skills and Experience

- Demonstrated leadership skills underpinned by strong emotional intelligence.
- Excellent organisational and planning skills.

- An excellent understanding of the wellbeing needs of girls, and a demonstrated awareness of the central role it plays in the holistic development of the student.
- Sound judgement and the ability to operate autonomously.
- Excellent interpersonal and relationship building skills to ensure the ability to effectively negotiate, resolve conflict, motivate and engage all stakeholders within the School community.
- Proven ability to communicate effectively in a variety of contexts.
- Proven ability to use data in the decision-making process, and strong analytical and problem-solving skills.
- Ability to maintain solidarity and confidentiality.
- Experience in conducting mental health and functional assessments.
- Highly practiced child and adolescent counselling skills, with knowledge of therapeutic interventions to support children, young people and their families.
- Adherence to the Australian Psychological Society (APS) code of ethics (Psychologist applicants) or the Australian Counselling Association (ACA), Psychotherapy & Counselling Federation of Australia (PACFA) code of ethics (Counsellor applicants).
- Demonstrated solid understanding of contemporary mental health matters affecting children and young people.
- Demonstrate an awareness of the ethical and legal issues relating to the role of a School Psychologist/School Counsellor including confidentiality; informed consent; appropriate disclosures; referral pathways and case note documentation.
- Demonstrated effectiveness as a School Psychologist/School Counsellor is desirable.

Qualifications

- Tertiary qualifications in Psychology, Counselling or Social Work.
- Current full registration with the Australian Health Practitioner Regulation Agency (AHPRA) (Psychologist) or in the instance of a counsellor a current registration and/or membership of a relevant and recognised professional organisation/registration body (e.g. PACFA or ACA).
- Working with Children Check.
- National Police Check.
- First Aid Training.
- Current responding to Risks of Harm, Abuse and Neglect in an Education and Care setting (RRHAN-EC) certificate.

A Career at Saints Girls

- This is a unique opportunity to work in a highly regarded independent school that upholds a culture of excellence.
- Collaborative and passionate team environment with a connected and inclusive community.
- Internal and external professional development opportunities.
- Contemporary and high-tech learning spaces.
- Opportunities to engage in co-curricular offerings and School events.
- Well-resourced and supported teaching and learning.

- Onsite parking is available.
- Employee Assistance Program.

Conditions

This is a fixed term, part time contract working during term time plus additional weeks as stipulated per the contract commencing in January 2026 until December 2026. Due to the nature of this position, attendance on-site at School may be required on the weekend and/or during the holiday period. The salary will be determined based on relevant skills, experience and qualifications. Other conditions are determined by the current *St Peter's Collegiate Girls' School Enterprise Agreement*.

Cherylyn Skewes
Principal
November 2025