

## Position description, person specification and essential competencies

<b>POSITION</b>	<b>Psychologist</b>
Unit	Te Awa
Salary	As per the relative collective agreement
Responsible to	The manager, Te Awa unit, Northern Health School principal, deputy principal and board of trustees.
Responsible for	The Ministry of Education contracts the Northern Health School to provide a new wraparound service. This service provides up to 50 placements annually for children and young people in the care of CYF. Staff are based at the assessment hub which operates all year round and psychologists employed by Te Awa will be expected to work on a full time basis ie 37.55 hours each week, unless different hours of work are agreed to.
Key relationships	Social sector agencies including Child Youth and Family, education, young people, families, whānau and caregivers, community groups and the rest of the NHS team.
Budget responsibility	As delegated

<b>PURPOSE OF ROLE</b>	<b>Psychologist, NHS Te Awa</b>
<p>The Psychologist will facilitate triage and assessment of children and young people entering the Assessment Hub and determine the level of wraparound service required. They will work with the family, whānau, caregiver to develop an individualised wraparound plan for the children and young person. Working with a team of staff the psychologist will arrange placement of the child or young person into a range of educational settings that fit that child or young person's needs. Throughout the child or young person's placement the psychologist will monitor their progress and track and report on progress. They will arrange transition from the IWS to a new educational setting once the intensive wraparound plan has been developed.</p>	

KEY PRIORITIES	Psychologist, NHS Te Awa
Key tasks	Indicators
Triage and assessing the young person's needs	<ul style="list-style-type: none"> <li>▪ Facilitate and contribute to the comprehensive multi-disciplinary assessments of the child or young person</li> <li>▪ Assess and make recommendations for resource allocation and access to services and entitlements, as appropriate</li> <li>▪ Develop and implement an individualised plan together with a team of people involved with the child or young person and work collaboratively with parents, whānau, caregivers, teachers/educators and other professionals and social service agencies</li> </ul>
Maintain high level wraparound fidelity and service quality	<ul style="list-style-type: none"> <li>▪ Source, develop and communicate evidence based practice to all the Te Awa team</li> <li>▪ Ensure the importance of system support is understood and develop, introduce the policies, practices and structures needed</li> <li>▪ Provide coaching, training and supervision for peers in the Te Awa team and develop a structured and staged approach to up-skilling so that professionals develop the independence to work effectively with families, whānau and caregivers</li> <li>▪ Develop, or assist to develop, plan and deliver wraparound training programmes for teachers, teacher aides, school management teams, families, whānau, caregivers and community groups</li> <li>▪ Provide advice and strategies to support teachers and teacher aides with class management focussing on inclusive practices</li> </ul>

Key tasks continued	Indicators
Develop community based practices	<ul style="list-style-type: none"> <li>▪ Involve the child or young person and their family, whānau, caregiver in the development of the wraparound plan establishing their role in the plan and other agencies and people involved with the child or young person</li> <li>▪ Link family, whānau, caregivers to social and community support</li> <li>▪ Actively seek feedback from the child or young person and their family, whānau ,caregiver about how the wraparound plan is working</li> <li>▪ Communicate regularly with the child or young person and their family, whānau, caregiver throughout the implementation of the wraparound plan</li> <li>▪ Facilitate effective professional relationships with family, whānau, caregiver, community groups and social service agencies</li> <li>▪ Work in culturally responsive ways with particularly attention to Māori and Pasifika needs</li> </ul>
Monitor and manage the implementation of the wraparound plan for each child or young person	<ul style="list-style-type: none"> <li>▪ Establish who is responsible for what task in the implementation of each child and young person’s plan</li> <li>▪ Establish successful outcomes for the child or young person’s wraparound plan and determine with those responsible how these can be achieved</li> <li>▪ Decide with key people what data will be collected, how it will be reported and what impact the data has on the monitoring of the achievement of student outcomes</li> <li>▪ Provide advice and support for children and young people and family, whānau, caregiver and Child Youth and Family as the wraparound plan concludes and they transition to a different educational setting</li> <li>▪ Coordinate and collect key data for tracking, monitoring and reporting on the achievement of the outcomes for the wraparound plan</li> </ul>
Professional supervision	<ul style="list-style-type: none"> <li>▪ Participate in professional supervision in relation to their work practice</li> <li>▪ Provide peer supervision</li> </ul>
Communicate effectively	<ul style="list-style-type: none"> <li>▪ Emails and phone calls are responded to in a timely manner</li> <li>▪ Student assessment and plans are facilitated and necessary information is communicated</li> <li>▪ Participation in on-line discussions, staff meetings and PD is evident</li> </ul>
Report to the principal and delegated NHS leadership staff	<ul style="list-style-type: none"> <li>▪ Requests for information are actioned in a timely manner</li> </ul>
Use NHS recording systems to maintain student information	<ul style="list-style-type: none"> <li>▪ Planning and assessment is recorded and updated in eTAP</li> <li>▪ Records are accurate and up to date</li> <li>▪ Ministry required information for reporting is provided.</li> </ul>

PERSON SPECIFICATION	Psychologist, NHS Te Awa
Qualifications	<ul style="list-style-type: none"> <li>▪ Masters level tertiary qualification</li> <li>▪ Post graduate diploma in educational psychology or clinical psychology</li> <li>▪ Registration under the Health Practitioners Competency Assurance Act</li> </ul>
Knowledge and experience	<p>Specialist knowledge of theory, research and practice related to</p> <ul style="list-style-type: none"> <li>▪ A range of assessment and intervention frameworks with particular knowledge of inclusive and ecological approaches and functional behaviour analysis</li> <li>▪ Human development, learning and behaviour</li> <li>▪ Family and group dynamics</li> <li>▪ Education organisations/systems</li> <li>▪ Pedagogy</li> <li>▪ Disabilities and their implications for learning, behaviour and family/whānau</li> <li>▪ The NZ curriculum framework</li> </ul>
Skills and abilities	<ul style="list-style-type: none"> <li>▪ Assessment and analysis</li> <li>▪ Intervention, planning and implementation at the individual and systems level</li> <li>▪ Counselling</li> <li>▪ Negotiation/mediation/contracting</li> <li>▪ Service co-ordination in a multi-agency, multi-disciplinary setting</li> <li>▪ Problem/constraint analysis</li> <li>▪ Demonstrates strong interpersonal skills, particularly relating to the establishment of effective relationships with families and whānau</li> <li>▪ Builds and manages effective relationships with peers in other agencies</li> <li>▪ 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</li> <li>▪ Ability to work effectively with children and young people and their families, whānau across a diverse range of settings</li> <li>▪ Ability to develop and provide training</li> <li>▪ Ability to coach and up-skill others</li> <li>▪ Have a full New Zealand driver licence, be prepared to travel, as required and possibly stay overnight, to deliver education programmes to students in the most appropriate settings and to attend professional development opportunities.</li> </ul> <p>○ note: drivers under 25 are excluded from the school's car insurance policy</p>

**PERSON SPECIFICATION continued**

Tātai Pou	Demonstration of Tātai Pou competencies to at least a developing level <ul style="list-style-type: none"><li>▪ Pou Hono – valuing Māori – makes a clear and compelling argument as to why equitable outcomes for Māori learners are critically important</li><li>▪ Pou Mana – knowledge of Māori content – applies the Treaty of Waitangi policy, uses Te Reo Māori and engages with Tikanga Māori</li><li>▪ Pou Kipa – develops, implements and strategically resources to achieve equitable outcomes for Māori</li></ul>
Customer focus	<ul style="list-style-type: none"><li>▪ Is dedicated to meeting the expectations and requirements of internal and external customers</li><li>▪ Gets first-hand customer information and uses it for improvements in products and services</li><li>▪ Acts with customers in mind</li><li>▪ Establishes and maintains effective relationships with customers and gains their trust and respect</li></ul>

## ESSENTIAL COMPETENCIES

Strategic skills	<ul style="list-style-type: none"> <li>▪ <b>Functional technical skills</b> Has the functional and technical knowledge and skills to provide a wraparound service at a high level of accomplishment</li> <li>▪ <b>Intellectual horsepower</b> Is bright and intelligent; deals with concepts and complexity comfortably; described as intellectually sharp, capable, and agile</li> <li>▪ <b>Problem solving</b> Uses rigorous logic and methods to solve difficult problems with effective solutions; probes all fruitful sources for answers; can see hidden problems; is excellent at honest analysis; looks beyond the obvious and doesn't stop at the first answers</li> <li>▪ <b>Dealing with ambiguity</b> Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle risk and uncertainty</li> <li>▪ <b>Creativity</b> Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming settings</li> </ul>
Operating skills	<ul style="list-style-type: none"> <li>▪ <b>Process management</b> Good at figuring out the processes necessary to get things done; knows how to organise people and activities; understands how to separate and combine tasks into efficient work flows; knows what to measure and how to measure it; can see opportunities for synergy and integration where others can't; can simplify complex processes; gets more out of fewer resources</li> </ul>
Courage	<ul style="list-style-type: none"> <li>▪ <b>Conflict management</b> Steps up to conflicts; seeing them as opportunities; reads situations quickly; good at focussed listening; can hammer out tough agreements and settle disputes equitably; can find common ground and get cooperation with minimum noise</li> </ul>
Organisational positioning	<ul style="list-style-type: none"> <li>▪ <b>Organisational agility</b> Knowledgeable about how organisations work; knows how to get things done both through formal channels and the informal network; understands the origin and reasoning behind key policies, practices, and procedures; understands the cultures of organisations</li> <li>▪ <b>Written communications</b> Is able to write clearly and succinctly in a variety of communication settings and styles; can get messages across that have the desired effect</li> </ul>

**ESSENTIAL COMPETENCIES continued**

Personal and interpersonal

- **Approachability**  
Is easy to approach and talk to; spends the extra effort to put others at ease; can be warm, pleasant and gracious; is sensitive to and patient with the interpersonal anxieties of others; builds rapport well; is a good listener; is an early knower; getting informal and incomplete information in time to do something about it
- **Compassion**  
Genuinely cares about people; is concerned about their work and non-work problems; is available and ready to help; is sympathetic to the plight of others not as fortunate; demonstrates real empathy with the joys and pains of others
- **Customer focus**  
Is dedicated to meeting the expectations and requirements of internal and external customers; gets first hand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains relationships with customers and gains their trust and respect
- **Managing diversity**  
Manages all kinds and classes of people equitably; deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes; recruits variety and diversity without regard to class; supports equal and fair treatment and opportunity for all
- **Peer relationships**  
Can quickly find common ground and solve problems for the good of all; can represent his/her interests own interests and yet to be fair to other groups; can solve problems with peers with a minimum of noise; is seen as a team player and is cooperative; easily gains trust and support of peers; encourages collaboration; can be candid with peers
- **Understanding others**  
Understands why groups do what they do; picks up the sense of the group in terms of positions, intentions, and needs; what they value and how to motivate them; can predict what groups will do across different situations

**ESSENTIAL COMPETENCIES continued**

<p>Personal and interpersonal continued</p>	<p><b>Motivating Others</b> Creates climate in which people want to do their best; can motivate many kinds of direct reports and team or project members; can assess each person's hot button and use it to get the best out of him/her; pushes tasks and decisions down; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important; is someone people like working for and with</p> <p><b>Negotiating</b> Can negotiate skilfully in tough situations with both internal and external groups; can settle differences with minimum noise; can win concessions without damaging relationships; can be both direct and forceful as well as diplomatic; gains trust quickly of other parties to the negotiations; has a good sense of timing</p> <p><b>Ethics and values</b> Adheres to an appropriate ( for the setting) and effective set of core values and beliefs during good and bad times; acts in line with those values; rewards the right values and disapproves of others; practices what he/she preaches</p> <p><b>Integrity and trust</b> Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain</p> <p><b>Composure</b> Is cool under pressure; does not become defensive or irritated when times are tough; is considered mature; can be counted on to hold things together during tough times; can handle stress; is not knocked off balance by the unexpected; doesn't show frustration when resisted or blocked; is a settling influence in a crisis</p> <p><b>Listening</b> Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he/she disagrees</p> <p><b>Patience</b> Is tolerant with people and processes; listens and checks before acting; tries to understand the people and the data before making judgements and acting; waits for others to catch up before acting; sensitive to due process and proper pacing; follows established process</p>
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