
	Position Title: School Psychologist (Access Program)	Team: Take Two	
	Band: C	Salary: Steam 2, Level 5	Date: May 2026

OUR VISION AND PURPOSE	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2026: Together we will courageously change lives and reimagine service systems.</p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people, and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p>We look forward to working with our staff, carers, partners, supporters, and government, to ensure children, young people and their families can create the future they imagine for themselves.</p>	<p>Take Two provides a range of therapeutic services for infants, children and young people who have suffered trauma, neglect and disrupted attachment, and contributes to the service system that provides care, support and protection for these children. One of these services is the Intensive Therapeutic Service, a Victoria-wide service funded by the Department of Families, Fairness and Housing, managed by Berry Street.</p> <p>Take Two is also involved, in partnership with other organisations, in the provision of therapeutic foster care, therapeutic Family Violence services, Aboriginal therapeutic home-based care, therapeutic residential care, Stronger Families, Navigator and the Community Wellbeing Program. Additionally, the service also provides training, consultation and reflective practice to the wider Children and Family Services sector and conducts and disseminates evaluation research on Take Two’s therapeutic services.</p> <p>The school psychologist will provide clinical services to the Berry Street School. Including the completion of psychological assessments (cognitive, educational and social-emotional); capacity building of Berry Street school staff, specifically increasing knowledge and practice regarding the impacts of developmental trauma on learning and behaviour.</p>
<p>OUR VALUES</p> <p>We expect all staff to apply these Values in all aspects of their work.</p> <p>Courage: to never give up, maintain hope and advocate for a ‘fair go’</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p>Working Together: to work with our clients, each other, and our colleagues to share knowledge, ideas, resources and skills.</p>	<p>The Berry Street School is a specialist independent school that supports around 200 students from years 7 to 12. There are 4 campuses across Victoria in Ballarat, Morwell, Noble Park and Shepparton. Students at the Berry Street school have become disengaged from mainstream education. They come from a variety of backgrounds: some have experienced bullying in mainstream schools and some are in out-of-home care (foster, kinship and residential care). This means they often have gaps in their learning.</p> <p>These students need individualised support to keep them on track with their learning and make sure they have the same opportunities as their peers. Without this support, young people are at risk of disengaging completely from school, which can lead to poorer life outcomes.</p>

Berry Street is committed to being a child safe, child friendly and child empowering organisation. **In everything we do we seek to protect children.**

PRIMARY OBJECTIVES OF THE ROLE

The primary objectives of the School Psychologist are to:

- Completes cognitive, social-emotional and educational assessments; provides feedback and guidance to Berry Street School staff.
- Works closely with the Berry Street School leadership and teaching staff to identify and schedule students needing assessments.
- Increase Berry Street school staff knowledge of the impacts of trauma on development and increase therapeutic practices via consultation, reflective practice and psychoeducation

REPORTING RELATIONSHIPS

This role will be based at the Shepparton School Campus on Yorta Yorta Country, and reports to the Clinical Team Leader who will provide supervision and review.

This role has no direct reports.

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct, which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement.
- Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.
- Participate in regular supervision, performance planning and review processes and probationary reviews.
- Complete mandatory training within designated timeframes.
- Berry Street is committed to service delivery that prioritises and celebrates diversity and inclusion in our staff and the children, young people and families we support. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.
- Berry Street is committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify as LGBTIQ+.

KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Excellent written and oral communication skills (including public speaking, presentations, and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrate an understanding of the administration and interpretation of restricted psychological tests, namely the Wechsler tests, BASC and Vineland.
- Demonstrated ability to provide secondary consultation, reflective practice, psychoeducation and advice to stakeholders and other professionals with ability to impart knowledge and capacity build.
- Demonstrated ability to provide direct service in the clinical assessment and treatment of children, young people and families; and to comply with service delivery towards output and outcomes requirement (please refer to expectations under assessment and treatment).

- Demonstrated ability to work in a multi-disciplinary team.
- Experience in working with children, young people, families and carers with an understanding and knowledge of the complexities of the service system as well as child development, trauma theory, attachment theory and systemic work.
- Highly developed communication skills, including the ability to work collaboratively and liaise with all levels of Take Two staff, other professionals and key stakeholders.
- Excellent written and verbal communication skills including timely and accurate written reports and able to clearly articulate and engage with a range of audiences – children, families and caregivers, and professionals.
- Cultural awareness and willingness to learn regarding Aboriginal children and the Aboriginal community and Culturally and Linguistically Diverse communities.
- Demonstrated commitment to a learning culture and continuous improvement.
- Demonstrated understanding of and commitment to the principles of equity, diversity and occupational health and safety.
- Ability to work calmly and consistently under pressure with capacity to manage competing priorities, monitor own stress levels and practice self-care.

QUALIFICATIONS AND OTHER REQUIREMENTS

- An appropriate Bachelor degree level or higher qualification in Psychology
- Current AHPRA, Psychology Board of Australia, registration (provisional accepted)
- Experience conducting trauma and developmentally informed clinical work with children and young people.
- Staff must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court matters.
- Positions working in unsupervised contact with young people in Out of Home care settings will be subject to Worker Carer Exclusion Scheme (WCES). Employees have a legal obligation to advise Berry Stret if they are under investigation or have been excluded prior to and during the course of their employment.

DESIRABLE

- Post graduate qualification in relevant field of psychology (i.e. educational, clinical or neuropsychology)
- Previous experience working in a school, human services or not-for-profit environment.

ABOUT TAKE TWO

Who we are

Berry Street started in Melbourne in 1877 and believes children, young people and families should be safe, thriving, and hopeful. Take Two is a program of Berry Street providing trauma informed intensive therapeutic services for infants, children, young people, and families impacted by trauma, neglect or abuse.

Take Two is also involved, in partnership with other community service agencies, in the provision of therapeutic foster care, therapeutic Family Violence services, Aboriginal therapeutic home-based care, therapeutic residential care, Stronger Families, Navigator and the Community Wellbeing Program. Additionally, the service also provides training, consultation and reflective practice to the wider Children and Family Services sector and conducts and disseminates evaluation research on Take Two's therapeutic services. Take Two is a flagship site of the Child Trauma Academy implementing the Model of Neurosequential Therapeutics to guide intervention planning.

The service is a consortium of:

- Berry Street – lead agency & child welfare expertise
- VACCA – cultural expertise
- Mindful (University of Melbourne) – practice development expertise
- La Trobe University – research expertise

Take Two operates from more than a dozen Victorian sites, including metro, regional and rural areas.

Our therapeutic model

Take Two is the only fully accredited outreach program that provides a state-wide service for infants, children, young people impacted by trauma, neglect, or abuse.

Treatment approaches focus on the repair of harmful outcomes, and improvements in emotional health, relationships, and development. We work with the traumatised child, and with their caregivers, families, and communities. We help them understand the child's trauma, and how it's impacting their development and behaviours.

We use the Neurosequential Model of Therapeutics (NMT) to guide treatment and intervention planning. Based on current neuroscientific research, the NMT model helps us assess the impacts of the child's trauma on their developing brain and determine which interventions we should use to support the child. We then use evidence-based and evidence-informed interventions and treatments to support children who have suffered developmental trauma.

What we do

Take Two provides individual, dyadic, and systemic client facing services including:

- Intensive Therapeutic Service (children referred by Child Protection)
- Therapeutic Foster and Residential Care programs
- Stronger Families program (helping families keep their children out of out-of-home care)
- Restoring Childhood program (working with the child and the non-offending parent after family violence)
- Specific wellbeing programs for very vulnerable groups of children in our community, including Aboriginal children, and young people who have disengaged with school.

Take Two also provides a range of research, practice development and consultation services. Our research has provided unique insights into what helps and what hinders children from overcoming childhood adversity.

Take Two is highly committed to providing culturally appropriate support to Aboriginal children accessing our services. We employ Aboriginal staff in dedicated positions and work closely with Aboriginal Controlled Community Organisations across the state.

Our Developmental Specialists Team (including a Neuropsychologist, Occupational Therapist and Speech Pathologist) provide individual client assessments and consultation.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

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ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Assessments	<ul style="list-style-type: none"> • Conduct cognitive, social-emotional and educational assessments using restricted psychological assessment tools to understand the student's level of functioning and educational support needs. • Administer and interpret standardised clinical measures. • Use of 5P for case formulation (Presenting, predisposing, precipitating, perpetuating and protective factors). • Where a child is known to be, or is possibly Aboriginal, consultation with the Aboriginal Team needs to occur as part of the assessment process including completion of the Cultural Connection Assessment Tool. • Write a cohesive, succinct, timely report for multiple audiences –including the child, parents, carers, and school. • Develop a formulation, which forms the basis for a therapeutic treatment plan that includes goals and time frames. • Identify and respond to clinical risk as appropriate.
Secondary Consultation	<ul style="list-style-type: none"> • Provide secondary consultation and advice to school staff and families/care-givers • Facilitate reflective practice and psychoeducation sessions with school staff and other professionals, building knowledge on the impacts of trauma on development and learning and increasing school staff's knowledge of therapeutic learning strategies.
Teamwork	<ul style="list-style-type: none"> • Work cooperatively with the system that sits around the child – child protection practitioners, education providers, health providers, care givers and family, with a focus on advocating for the dignity and human rights of the client. • Clinicians work in a team to ensure the workplace is a learning environment and are required to share and listen to others. • Participate in case presentations and other clinical development opportunities to assist self and colleagues.
Administration	<ul style="list-style-type: none"> • Complete assessment, review and closure reports within Take Two guidelines and in agreed time frames. • Maintain up to date files, including timely and succinct case notes, and update data bases as required and expected. • Preparation of files for subpoenas and court as required. • Complete case reviews as requested
Self and Organisation Development	<ul style="list-style-type: none"> • Role model best behavior within the team and when representing Take Two. • Contribute to building the culture of Take Two and your team. • Participate actively in supervision. The Berry Street model of supervision encompasses management, support, development and mediation. It is not supervision to maintain professional standards. It is the forum to discuss clinical governance and risk and seek approvals and guidance as required. • Engage in workplace organisation training and initiatives of Take Two.

	<ul style="list-style-type: none">• Engage in internal and external training and forums.
Other	<ul style="list-style-type: none">• Self-manage risk and safety in clinical practice and work environments.• Attends court and gives evidence that may include their professional opinion based upon assessment reports and professional observations on the child/young person's development and relationships with significant others.• Other duties as directed.

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
Client Facing and Service Delivery	Work with clients who may have a physical, psychiatric or sensory disability.	Daily
	Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Daily
	Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional
	Work in a client's home or their family home alone and/or with others.	Occasional
	Represent, advocate and cooperate with legal processes which may include attendance to court.	Occasional
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Occasional
	Work via computer from home as required.	Occasional
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Regular
	Work rostered hours with the possibility of overtime.	Not Applicable
	Work on-call after hours.	Not Applicable
	Work in an open plan office with no assigned desk.	Daily
	Work in buildings which may require the use of stairs or elevators.	Daily
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Daily
	Work in educational or community facilities.	Daily
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Occasional
	Undertake training and professional development activities both internal and external to the organisation.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data.	Daily
	Use technology including computers, photocopiers, telephones including mobiles, projectors, televisions, video conference facilities and electronic whiteboards.	Daily