Edmonton Catholic Schools is now accepting applications for the position of

Registered Psychologist
(New position)

Edmonton Catholic Schools is a large urban school district whose mission is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. The District is comprised of over 42,000 students and 5,000 employees in 96 schools and other sites.

Edmonton Catholic Schools requires a Registered Psychologist to provide psychological counseling and assessment services to District students aged five to eighteen years of age. The incumbent identifies, diagnoses and treats delays, disorders and behavioural issues. The job’s focus is working with students that have developmental delays and/or behavioural disorders.

The job also provides psychological expertise and participates on multi-disciplinary teams to support developmental and learning strategies for children and their families as well as individual and broad-based supports for teacher and school teams. The incumbent provides clinical supervision to Provisional Psychologists including mentoring, coaching and training.

This is a permanent, full-time, Out of Scope, Level 7 position with a salary range of $67,504.00 - $84,393.00 (10 month); $81,006.00-$101,273.00 (12 month). Position to commence as soon as possible. The successful applicant’s starting salary will be based on the individual’s education, qualifications and directly related experience.

Edmonton Catholic School District offers a comprehensive benefits program as part of its total compensation package.

Primary Responsibilities:
- Liaise closely with the teachers, early learning facilitators; educational assistants, social workers, specialists and parents/guardians who participate as part of each student’s program planning team;
- Liaise closely with principals, early learning and inclusive education consultants to identify and coordinate individual children’s need;
- Administer, score and interpret standardized psychological assessments;
- Write assessment reports to share with parents, school administrators and consultants;
- Recommend intervention strategies which include programing for generalization in the classroom, home and new environments;
- Consult with other professionals (both within and outside the District) to gather background information and coordinate additional services for children to meet the individual’s need.

Qualifications:
- Master’s degree in psychology, plus three years directly related experience;
- Full registration with the Alberta College of Psychologists;
- Advanced knowledge of assessment, diagnoses and treatment principles, practices and professional standards;
- Knowledge of behavioral therapy principles, practices and standards;
- Advanced assessment, analytical and problem-solving skills to identify and address educational barriers;
- Advanced skills in counseling, consultation and collaboration;
- Strong mediation, negotiation and conflict resolution skills and the ability to work within tight deadlines;
- Strong written and oral communication skills and the ability to communicate highly technical information to a varied group of stakeholders;
- Must be a Canadian Citizen or Permanent Resident.

A complete job description is shown below.

For further information on this job opportunity, please contact Alara Hedebring at Alara.Hedebring@ecsd.net.

To apply, please email a letter of interest and resume to:
Alara Hedebring, Manager, Psychology
Specialized Services
resumesearlylearning@ecsd.net

This position will remain open until a suitable candidate is found.

Prior to employment, successful candidates will be required to submit Police Information Check and Intervention Record Check documents.

We thank all candidates for their interest. Only applicants considered for the position will be contacted.
**JOB IDENTIFICATION:**

<table>
<thead>
<tr>
<th>Incumbent: Vacant</th>
<th>Working Title: Registered Psychologist</th>
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</thead>
<tbody>
<tr>
<td>Current Classification Level: 7</td>
<td>Requested Classification Level:</td>
</tr>
<tr>
<td>Supervisor’s Name:</td>
<td>Supervisor’s Working Title: Manager, Psychology</td>
</tr>
<tr>
<td>Location:</td>
<td>Department/Program: Learning Services-Innovation/Specialized Services</td>
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</tbody>
</table>

**PRIMARY FOCUS/OVERALL ACCOUNTABILITY:** Provide a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.

The job provides psychological counseling and assessment services to district students aged five to 18 years of age. The incumbent identifies, diagnoses and treats delays, disorders and behavioural issues. The job's focus is working with students that have developmental delays and/or behavioural disorders. The job addresses and identifies psychological issues impacting the child within the functional context of the classroom.

The job also provides psychological expertise and participates on multi-disciplinary teams to support developmental and learning strategies for children and their families as well as individual and broad-based supports for teachers and school teams.

The incumbent provides clinical supervision to Provisional Psychologists including mentoring, coaching and training.

The incumbent must be a Registered Psychologist with the Alberta College to sign-off on assessments and reports.

**JOB RESPONSIBILITIES AND ACTIVITIES:** Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

1. Liaise closely with the Teachers, Early Learning Facilitators; Educational Assistants, Social Workers, specialists and parents/guardians who participate as part of each student’s program planning team
2. Liaise closely with principals, early learning and inclusive education consultants to identify and coordinate individual children’s’ need
3. Administer, score and interpret standardized psychological assessments
4. Write assessments reports to share with parents and school administrators and consultants
5. Provide on-going support to parents/guardians, school administrators and consultants when a student has been assessed
6. Conduct psychological assessments within the school to pinpoint or diagnose problem areas evident in the classroom
7. Recommend intervention strategies which include programming for generalization in the classroom, home and new environments
8. Develop and implement strategies to target individual goals of students as outlined in Individual Program Plans (IPP) and participate in meeting with other professionals and caregivers
9. Consult with other professionals (both within and outside the district) to gather background information and coordinate additional services for children to meet the individual’s needs
10. Provide outcome reports and advise parents of recommendations on how best to address student’s educational barriers and improve performance
11. Collaborate with teachers and school administrators in providing treatment schedules for students
12. Maintain professional registration through training development activities including conferences, in-services, workshops, peer support, research and literature searches
**PROBLEM SOLVING:** Describe difficult or challenging situations the position is typically expected to solve; the degree of originality of the solutions; assistance available; and any problems or decisions that must be referred to a supervisor for resolution or approval.

This job focuses primarily on working with children with severe behaviours. Typical scenarios include challenging behaviours in the classroom where a psychologist is called in to diagnose for both accessing funding, as well as providing recommendations for functional strategies. The ability to triage and be flexible, in travelling to various sites to meet the needs of children and classrooms is required. The job is able to call case conference meetings and invite the required multi-disciplinary team and school teams and ensure regular communication with the manager.

The incumbent is unable to approve program unit funding, as this must always be referred to the manager and respective consultant. The job can not recommend alternative educational programming, as this is the responsibility of the school administration.

**ORGANIZATIONAL DATA:** Identify any measurable areas upon which the job has either direct or indirect impact. Measures that may be included are: number of staff supervised, annual operating budget, number and size of projects, clients served or any other significant values. Include examples that indicate the “size” of the job. Attach a complete Organization Chart that includes supervisor, peers, direct reports and staff.

The job provides psychological counseling and assessment services primarily to early learning and inclusive education students. This job has direct impact on measurable outcomes for students and their families, in a number of areas.

In this multi-disciplinary setting, it is essential to be well informed in all disciplines (Speech Language Pathology, Occupational and Physical Therapy and Behavioural Therapy, Social Work) to meet the needs of the whole student. The job provides expertise, advice and guidance to district staff relating to psychological counseling and assessment services.

**REPORTING RELATIONSHIPS:** Identify the jobs and the number of incumbents within each job that report directly to you. Provide a brief summary of each subordinate job’s purpose.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Responsibilities</th>
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Revised October 4, 2016
CONTACTS: Identify internal and/or external contacts such as co-workers, clients, stakeholders and partners. Indicate the nature and purpose of contact (i.e. to deliver information, present data, negotiate contracts, etc.) and frequency (daily, weekly, monthly etc.).

<table>
<thead>
<tr>
<th>Contact</th>
<th>Nature and Purpose</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Students</td>
<td>To conduct assessments, diagnosis and provide counseling services</td>
<td>Daily</td>
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<tr>
<td>Parents/guardians</td>
<td>To obtain approval to conduct assessments; to provide recommendations for treatment; and to provide support, counseling and guidance.</td>
<td>Weekly</td>
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<tr>
<td>District staff</td>
<td>To gather and exchange information; to coordinate activities, discuss and resolve problems; to update team on activities; to handle administrative matters; to deliver presentations; and, provide advice.</td>
<td>Daily</td>
</tr>
<tr>
<td>Multi-disciplinary team, consultants, specialists and social workers</td>
<td>To consult with other professionals to gather background information and coordinate additional services for children to meet the individual’s needs. To resolve problems and share best practices</td>
<td>Weekly</td>
</tr>
<tr>
<td>Principals, teachers and school staff</td>
<td>To collaborate with and provide advice and recommendations on students. To follow-up on requests for assessment and communicate findings and recommendations.</td>
<td>Weekly</td>
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<tr>
<td>Community resource representatives</td>
<td>To investigate support systems and resources available to the students and families</td>
<td>As needed</td>
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<tr>
<td>Network of professionals</td>
<td>Contact is made with specific experts to gain knowledge, discuss cases, exchange information and opinions, and to keep abreast of area of expertise. To resolve problems and share best practices</td>
<td>As needed</td>
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Job Qualifications: Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. Outline specific training that is needed to do the work and any occupational certification/registration required for the job. Include a list of competencies (skills and abilities) critical in performing the job.

<table>
<thead>
<tr>
<th>Knowledge and Experience</th>
<th>Competencies</th>
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<tr>
<td>Master’s degree in Psychology, plus three years of directly related experience. Full registration with the Alberta College of Psychologists is essential to sign-off on assessments and reports • Advanced knowledge of assessment, diagnoses and treatment principles, practices and professional standards • Knowledge of Behavioural Therapy principles, practices and standards • Knowledge of local community resources, education and social services culture and systems • Knowledge of FOIP Legislation; MicroSoft programs including Excel, Outlook and databases • Knowledge of research, data collection and analysis techniques • Knowledge of workplace safety and awareness of Occupational Health and Safety regulations • General knowledge of the district/department operations, business, goals and objectives and an understanding of the curriculum</td>
<td>• Advanced assessment, analytical and problem-solving skills to identify and address educational barriers. • Advanced skills in counseling, consultation and collaboration. • Ability to develop rapport, trust and credibility with students and parents/guardians • Strong mediation, negotiation and conflict resolution skills and the ability influence decision making • Strong written and oral communication skills and the ability to communicate highly technical information to a varied group of stakeholders • Excellent organizational time management skills and the ability to work within tight timelines • Strong presentation skills and the ability to relate to a varied audience • Skills to facilitate the consultant role through education, training and assisting other professionals • Flexibility is essential for this incumbent given the variety of student’s disorders, delays and behavioural problems</td>
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Signatures

The signatures below indicate that the incumbent, supervisor and manager have read, discussed, and agreed that the information accurately reflects the work assigned.
Out of Scope Job Description

<table>
<thead>
<tr>
<th>Incumbent</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Manager</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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This information is being collected under the authority of Board Governance Policy EL# 5 relating to Freedom of Information and Protection of Privacy (FOIP) Act and will be used to allocate positions within a classification plan and to manage the Edmonton Catholic School District’s human resources program. If you have any questions about the collection of this information, contact the Assistant Superintendent, Human Resource Services 780 441-6061.