

Role Description



Role title:	Classification:
Senior Youth Justice Psychologist	AHP3
Division/Business unit:	Reports to:
Community and Aboriginal Partnerships / Youth Justice and Inclusion Support	Clinical Manager

Role purpose:
<p>The Senior Youth Justice Psychologist is a role within Community and Aboriginal Partnerships and is accountable to the Clinical Manager for:</p> <ul style="list-style-type: none"> • Providing leadership in the discipline of psychology both within and external to Youth Justice (YJ). • Providing specialist clinical and forensic psychological assessment and intervention, with individuals and groups with complex needs. • Contributing to practice improvement and service development within a team and across YJ. • Consulting, supporting and leading Psychology Masters students by leading, overseeing and monitoring the quality of work undertaken by them. • Contributing to planning, program management and resource management within a team in YJ.

Key outcomes and accountabilities:
<ol style="list-style-type: none"> 1. Conduct effective and efficient clinical and/or forensic psychological assessments of clients. 2. Provide a range of clinical and forensic consultation services to Senior Managers and operational staff in the custodial environment. 3. Contribute to the planning, implementation, development and evaluation of individual and group-based rehabilitation programs and services to provide efficient and effective service. 4. Support complex, high-risk young people to gain and implement skills that assist in addressing their offending behaviour. 5. Undertake complex case conceptualisation, diagnosis and formulation of theoretically informed treatment planning. 6. Provide specialist advice, assistance and consultancy services to YJ senior management and staff. 7. Assist in the design, construction and validation of assessment and intervention procedures and the selection and adaptation of alternate methodologies. <p><i>Note:</i> Any other responsibilities in line with the classification level of the role as assigned by Line Manager and/or the Department. The responsibilities as specified above may be altered in accordance with the changing requirements of the role.</p>

Special conditions:

- Prior to being employed, the successful applicant will be required to obtain a National Police Check if new to the Department and a satisfactory Employment-related Screening Check where this is required for the role.
- Successful applicant will be required to hold a Department of Human Services (DHS) Working with Children Check (WWCC) prior to being employed and maintain a DHS WWCC during employment.
- Successful applicant will be required to provide evidence of completion of the Child Safe Environments for Children and Young People full day training course or evidence of enrolment.
- Must hold a current Australian issued Driver's Licence (equivalent to minimum class 'C' – South Australian), which must be maintained. Incumbent must be willing and able to drive all government vehicles within their licence classification during the course of their duties.
- Some out of hours work may be required.
- Intrastate and interstate travel involving overnight absences may be required.

Key Relationships/Interactions:

- Clinical Manager (line manager)
- Principal Psychologist
- YJ senior managers and staff
- Government and non-government organisations, including Universities

Budget/Delegations:

No budget or delegations accountabilities for this role.

DHS expectations and values: (Organisational contribution)

- Understand and follow workplace safety initiatives, identify hazards and contribute to a safe working environment, as well as follow procedures to manage and minimise risks within DHS.
- Follow the principles of a sustainable working environment by following departmental greening initiatives.
- Model ethical behaviour and practices consistent with the SA Government Code of Ethics for Public Sector Employees, Values and DHS Working with Children and Young People Code of Conduct
- Understand and follow the principles and practices of the Information Sharing Guidelines for Promoting Safety and Wellbeing (ISG) and the DHS Appendix to the ISG to facilitate appropriate information sharing practice within the context of this department.
- Treat all individuals with fairness and respect, regardless of their race, culture, language, gender (including gender diversity), religion, sexuality, ability or age.
- Promote and maintain inclusive workplaces that embrace diversity and actively support difference.
- Demonstrate zero tolerance for discrimination, harassment, or disrespectful behaviour towards or by clients, colleagues, contractors or stakeholders.

Role specific capabilities: (Skills, experience, knowledge, attributes)

1. **Clinical Leadership Experience** - Utilise experience in providing clinical leadership, fostering professional development, and identifying and meeting training needs.
2. **Case Conceptualisation and Therapeutic Interventions Experience** – Utilise experience in diagnostic techniques and case formulation models in planning, developing, implementing and evaluating therapeutic interventions aimed at meeting the needs of clients.
3. **Child and Adolescent Psychology Knowledge** – Demonstrate knowledge of robust and appropriate theories relevant to child and adolescent development, including attachment theory as well as the effect of abuse and neglect on children and young people, demonstrate understanding of factors that may place young people at risk, including mental health issues, drug and alcohol abuse, intellectual and other developmental disability, family dysfunction and intergenerational abuse and demonstrate knowledge of the issues which may lead to children and young people developing problematic behaviour, such as offending, antisocial and self-harming behaviour and the suitable evidence-based psychological treatment techniques and therapeutic interventions to address such difficulties.
4. **Forensic Psychology Knowledge** – Demonstrate knowledge of the relevant and appropriate theories and practice principles relating to the assessment of criminogenic risk, identification of needs that contribute to criminal behaviour and the intervention approaches to address those needs, demonstrate knowledge of the processes of case formulation linking the aetiology of offending behaviour with systemic and therapeutic responses to reduce the likelihood of further reoffending and demonstrate knowledge of the legislative, systemic and organisational considerations that are associated with clinical/forensic psychological assessment and intervention.
5. **Knowledge Transfer** – Utilise experience in providing oral and written opinions and/or reports incorporating psychological knowledge and theory to clients, YJ staff and other key stakeholders including the Youth Court.

Qualifications:

Essential: A Masters' level qualification in Clinical, Forensic or other Applied Psychology and registration with the Psychology Board of Australia to practice as a psychologist.

Key leadership competencies and expected behaviours at this classification:**Promotes strategic thinking and change**

- Creates a shared vision and mission for the BU.
- Inspires and influences others to assume ownership BU goals.
- Leads teams in aligning their priorities within a broader organisational and political context.
- Champions sustainability and long-term improvement. Communicates effectively and leads others in times of change.
- Identifies and analyses difficult and complex problems that have organisation-wide impact.

Achieves objectives

- Delivers results and improvements to meet BU objectives by translating ideas into concrete plans.
- Anticipates future organisational needs, risks and uncertainties, and aligns systems and resources to meet these needs.
- Makes well-informed and timely decisions that affect the BU, even when information is incomplete and ambiguous.
- Interprets and abides by the laws, regulations and policies determining BU activities.
- Takes accountability for team/BU success and manages others to achieve outcomes.
- Monitors the performance of the team/BU, considers feedback information and seeks continuous improvement.
- Integrates technical expertise into the BU to achieve its objectives.

Leads business excellence


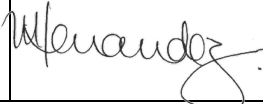
- Sets clear standards, manages risks, setbacks, and implements continuous improvement initiatives.
- Sets challenging but achievable goals/targets with relevant metrics based on market trends, developments and legislative changes to ensure business needs are continually met.
- Provides clear and timely recognition, promptly addresses under performance and lifts performance through coaching.
- Inspires innovation and ongoing learning and plans strategically to meet BU goals.
- Drives outstanding customer service by enabling team members to anticipate client needs.
- Empowers others to use resources effectively.

Builds genuine partnerships

- Considers the impact of decisions and priorities on other business areas, adapting approach to meet organisational goals.
- Approaches negotiations with an understanding of key issues and is able to clearly communicate reasoning and justification to facilitate mutually beneficial solutions.
- Facilitates constructive discussions to mediate conflict and disagreements. Encourages diversity of thinking and differences of opinion.
- Identifies and develops key strategic relationships and networks to achieve goals, increase departmental knowledge and create communication channels.
- Proactively develops effective strategic relationships, networks and partnerships with internal and external stakeholders.
- Models inclusive behaviour and tailors communication style to meet the audience's needs.

Models personal drive and professionalism

- Maintains the highest level of integrity to embed ethical practice and organisation's values into the culture.
- Raises and challenges important issues constructively, and backs own judgement and actions confidently when challenged.
- Demonstrates resilience in responding to changing directions. Modifies approach, processes and procedures to fit situational changes within the BU.
- Demonstrates a high level of self-awareness and acts as a role model by openly communicating strengths and development needs.
- Champions a workplace that values respect, diversity and individual differences to build a culture of inclusivity.
- Establishes expectations and models best practice wellbeing and safety behaviours.

Approval:		
Assessed by: Lazaras Panayiotou, Assistant Human Resources Business Partner		Date: 01/08/2025
Approved by: Mellanie Fernandez, Director, Youth Justice and Inclusion Support		Date: 05/08/2025