



Our Motto Students Come First
Our Mission Building Strong Foundations to Create Bright Futures
Our Values Belonging, Diversity, Learning, Perseverance, Responsibility
Our Vision Learning Without Limits...Achievement For All

PSYCHOMETRIST

Portfolio:	Education
Reports Directly to:	Superintendent of Learning, Student Services Consultants & a Registered Psychologist
Direct Reports:	None
Department/Location:	School Based
Salary Range:	Out of Scope Salary Grid
Last Updated:	December 19, 2024

Profile

The Psychometrist is a specialist who works under the direction and general supervision of the Superintendent of Learning, Student Services Consultants, and a Registered Psychologist to support student success in learning. They provide individual assessment information about a student that will lead to information, strategies, resources and supports to assist in the student’s overall development. Psychometrists are employed for the purpose of providing specialized support for students with intensive/exceptional needs. These personnel consult and collaborate with teachers, administrators, caregiver(s)/guardian(s) and other personnel or agencies to design, monitor and assist in the delivery of interventions designed for the student’s development.

The minimum requirement for practice is a Master’s degree in a program that primarily consists of psychology, assessment and education classes from a recognized educational institution.

Duties & Responsibilities

- Participate as an active member of the Student Services team.
- Participate in the Psychologist Professional Learning Community (PLC) meetings. As an active member of a PLC, the Psychometrist must endeavor to develop consistent, research-based practices that strive to support student learning and system improvement within a collaborative culture.
- Adhere to the procedures outlined in the division’s Psychometrist Service Delivery Model.
- Bring a psychological approach to the analysis of a student’s behavioural and/or learning challenges; that is, a scientific, research-based and measurable approach to the study of human behaviour and learning.
- Identify and assess the learning and developmental characteristics and needs of students, as well as the environmental factors that affect learning and achievement.
- Administer and interpret standardized psychological assessments (i.e. cognitive development, memory, executive functioning, visual perception, auditory perception, language development, visual-motor skills, academic attainment, socio-emotional and behavioural adjustment). Assessment also includes classroom and other environmental observations, file review, gathering case history information through interviews and checklists, and reviewing other professional assessments of the student.

- When appropriate, recommend the referral of students to other agencies.
- Liaise with other agencies in the community to promote comprehensive service delivery to the students, caregiver(s)/guardian(s) and teachers with whom they work.
- Provide information or consultation services to caregiver(s)/guardian(s) regarding their child's educational needs as necessary.
- Perform additional duties as assigned by the Superintendent of Learning or Student Service Consultants.

Qualifications

- Master's Degree in a program that primarily consisted of psychology classes from an educational institution recognized by Council (including meeting the Foundational Knowledge requirements, documented evidence of supervised practice and/or internship, documented evidence of instruction and /or training in ethics); and,
- Have submitted a Criminal Record and Vulnerable Sector Screening Check completed within one year prior to application.

Confidentiality

Maintain all student records in a secure location in accordance with all confidentiality, ethical and legal standards of the Division. These records shall not be made available to other persons or agencies without the signed and informed consent of the caregiver(s)/guardian(s).

At no time should an employee discuss in public information pertaining to other employees, students or the operation of the Division. Division employees are expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the Division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act*.

Competencies, Skills and Abilities

COMMUNICATION: A respectful exchange of information to support a common vision

This competency forms part of all the other competencies. Professional Services Providers normally do their work in the context of interpersonal relationships where communication is paramount.

Competency in the following areas is required:

- Ability to communicate effectively with students and caregiver(s)/guardian(s) with cultural competency.
- Excellent interpersonal, written and oral communication, computer and presentation skills.
- Communicate effectively with all members of the interdisciplinary team.
- Respond to communications in a timely manner.
- In consultation with other school staff, initiate, co-ordinate, and facilitate meetings to address specific school or student needs.

COLLABORATION: Working together to proactively plan and problem solve

This position involves working together in a constructive working alliance with professional service providers and school personnel on a daily basis to enhance student learning and skills.

- Competency in the following areas is required:
- Ability to work interdependently as a team player and work independently with minimal supervision.
- Adapt to and work effectively within a variety of situations and environments with various

individuals or groups.

- Understand and appreciate the viewpoints and perspectives of all, remain flexible in one's approach and be willing to learn from others.
- Utilize and incorporate a solution focused approach to problem-solving.
- Demonstrate an ability to apply professional judgement in complex, highly sensitive and sometimes ambiguous situations.
- Promote and positively impact professional practices.
- Display a positive and respectful attitude toward their work, their schools, the division and families.
- Participate as an active member in Professional Learning Communities (PLC) and referral meetings.

CAPACITY BUILDING: Enhancing abilities to overcome obstacles and achieve results

The Professional Service Provider offers opportunities for capacity building through current research-based interventions. Competency in the following areas is required:

- Extensive knowledge and/or experience related to the area of assignment.
- Commitment to professional learning towards enhancing professional skills and knowledge to perform the required tasks.
- Collaborate with others to lead effective and relevant professional development opportunities.
- Seek feedback regarding how professional development/capacity building opportunities meet the needs of participants.
- Understand diverse methods of evaluation, determine which methods are best suited to the task and provide support for interventions which are based on current research and effective practices.
- Represent the division in a positive professional way.

CONSISTENCY OF PRACTICE: Adherence to effective practices and equitable services across the Division

The Professional Service Provider adheres to procedures and policies as set out in division guidelines. Competency in the following areas is required:

- A valid driver's license and a personal insured vehicle.
- Demonstrate ability to pay attention to detail and ensure work is consistently completed and accurate within expected timeframes.
- Maintain updated student records and service delivery notes in accordance with GSSD procedures and their professional organization.
- When removing students from active caseload, consult with caregiver(s)/guardian(s), school personnel and PLC guidelines.
- Incorporate strong organizational and time management skills.
- Commitment to the completion of a yearly Professional Growth Plan connected to division and student priorities.
- Carry out assessments and create professional reports/plans in accordance with GSSD procedures and their professional organization in a timely manner.
- Utilize evidence-based practices in assessment and planning to provide recommendations to support and monitor the student plan.

- Professionals accept their obligations, are sensitive to others and conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.

Legal Reference: Section 85, 87, 108, 109, 175, 231 Education Act