Grading
Job Description and Employee Specification

Job title: Maingrade Educational Psychologist	**Service area**: **Virtual School and Inclusion**
Post number:	**Division:** Children and Families
Grade: Soulbury EP Scale A points 3 to 8 (plus up to 2 SPA)	**Section/team: Educational Psychology**

Overall purpose of job:

- To be a champion for vulnerable children and young people, aged 0 to 25, and ensure that they receive their entitlement to effective learning and development by delivering an educational psychology service to children, young people, their families, schools and educational settings and others who work to support their education and emotional wellbeing.
- To provide psychological assessment, advice, consultation and intervention and the development of good practice in a specified area of service activity as agreed, from time to time, with the Principal Educational Psychologist, in line with designated service priorities.

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Main responsibilities:

1. To provide psychological assessment and advice to enable the Local Authority to fulfil its statutory responsibility for the identification, assessment and review of children and young people with Special Educational Need and their subsequent provision.
2. To provide educational psychological advice, assessment, consultation and casework to children and young people, their families, staff in schools, other educational settings and other children's services teams and settings in order to identify and meet the needs of vulnerable children and young people, especially those with specialist learning needs .
3. To support other professionals through advice and consultations as well as advising on interventions, delivering training, training contributing to staff development and/or project work as judged appropriate and as negotiated with the service user in line with team and service priorities.
4. Contribute to and develop an area of interest in line with designated service priorities and including, as relevant, as a contributory part of integrated work with other specialist personnel and teams working within the specified area.

5. To contribute to effective methods of data collection, collation and analysis, contributing to identification, referral, and tracking data for young people and sharing this with other agencies through the production of regular information reports.
6. To participate in supervision, induction and appraisal within the LA's teams and services agreed procedures.
7. To undertake further professional development to meet identified objectives and to meet the requirements for continued registration with the HCPC, including safeguarding training.
8. To keep records of work, communicating in writing and writing reports as required.
9. To attend team meetings and other meetings as required and to contribute to the ongoing development and continuous improvement of the Service.
10. To work, as appropriate, with colleagues from other teams and services to achieve agreed objectives and in line with team, service and directorate priorities.

Knowledge, Skill and Experience Required:

- Successful completion of a professional training course (or due to complete the training course within the next 12 months), which enables you to be registered with the Health and Care Professions Council (HCPC) as a practitioner psychologist entitled to use the specialist title of educational psychologist
- Up to date knowledge of the psychology of child and adolescent development across the 0 to 25 age range, the psychology of human learning and information processing, the psychology of human social interaction, the psychology of emotional well being and the psychology of mental health
- Good skills in the application of psychology to educational, learning and child development issues and creativity in promoting the achievement and emotional health and well being of children and young people aged 0 to 25
- Knowledge and skill in the use of a wide range of psychological assessment, intervention and evaluation methods especially as relevant to vulnerable children and young people, including those with additional and/or special educational needs
- Knowledge or relevant child and family-related legislation, including that around special educational needs, disability and safeguarding children
- Broad-based knowledge of the education system in England, of inclusive education practice and issues and of effective teaching and learning practices for all children and young people and particularly those with specialist learning needs
- Good skills in negotiating and implementing solutions which result in improved outcomes for children and young people, especially in closing the gap for vulnerable learners
- Knowledge of issues relating to the educational achievement of children and young people from ethnic and linguistic minorities and sensitivity and good skills for working in this area
- Experience of solving child and family related problems within a context of conflicting expectations and demands from parents, headteachers and other agencies
- Experience in the use of psychology to understand, and identify the individual needs of children and young people experiencing a significant and identified complex learning disabilities and to devise, negotiate and implement, as part of a multi-disciplinary, inter-agency team, interventions to meet the child or young

person's identified needs
- A history of developing creative and effective practice in the education of children and young people with specialist learning needs associated with neurodiversity.
- The skill to communicate effectively at all levels and through all media with a wide range of professionals, using high level negotiation and interpersonal skills and including the skill to write clear and concise reports and/or notes of visits
- Ability to listen carefully and work collaboratively
- Positive evidence of own continuing development, of flexibility in developing new methods of practice, and of ability to use research and to inform and develop practice
- The ability to work with others in an empathetic, harmonious and productive way, even in situations involving pressure, conflict, and anxiety
- Positive approach to, and demonstrable skills in, networking and cooperative working with other departments services and agencies and in maintaining effective relationships
- Ability to work under pressure, plan effectively, prioritise appropriately and manage workload, including demonstrable adaptability and resilience under pressure
- Willingness and the necessary good skills to work in partnership with parents
- Tact and diplomacy for dealing with sensitive issues
- Ability to successfully complete child safeguarding training

Creativity and innovation:

The post requires a high level of innovative and collaborative solutions for work related issues and the resolution of problems – both within the post-holder's day-to-day service delivery and through a contribution to the continuous development and improvement within the Educational Psychology Service.

The post holder will be expected to design, implement and evaluate different approaches.

Develop strategies and identify effective practice to enhance the support and delivery of services for children and young people.

Use performance information to contribute to decisions on the development and improvement of service delivery.

Develop integrated approaches which improve service delivery and provide better outcomes for children and their families

Contacts and relationships:

The post holder is required to communicate effectively and efficiently on issues which have potential major implications for the educational and social opportunities of vulnerable children and young people. The range of contacts and relationships includes children and young people, parents and carers, head teachers, teachers, teaching assistants, education officers, social workers and other members of the Children's Workforce, Health Service colleagues, police officers and voluntary sector representatives.

Decision making:

The post holder is accountable for decisions made in relation to assessment and intervention with children and young people. S/he is expected to apply a high level of discretion to decision making, to work within the appropriate Codes of Practice of the British Psychological Society, Association of Educational Psychologists and Health and Care Professions Council and to make active use of the professional supervision opportunities available within the Educational Psychology Service.

Constructive engagement with all sectors and agencies involved in the delivery of inclusion services for young people.

Decisions on how the post holder and educational settings can empower parental involvement and pupil participation in relation to inclusion

The effects of some of the decisions made by the post holder may have long-term impact on the educational and social opportunities available to vulnerable children and young people.

Responsibility for resources:

Laptop, mobile phone and assessment materials.

WORK ENVIRONMENT

Work demands:

This job demands high levels of commitment and flexibility

The post holder will continuously manage conflicting and competing priorities. The post holder will employ good time management.

The priorities frequently change and the post holder will require flexibility to achieve desired outcomes.

Physical demands:

Normal physical demands of lifting and carrying assessment materials.

Working conditions:

Normal Council working conditions.

Must be able to travel efficiently across North Lincolnshire and to occasional out of authority settings.

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Work context:

The work environment can be unpredictable and challenging.

Lone working when travelling throughout North Lincolnshire or working from home.

Position in organisation:

Indicate how many staff the post is directly accountable for: 0

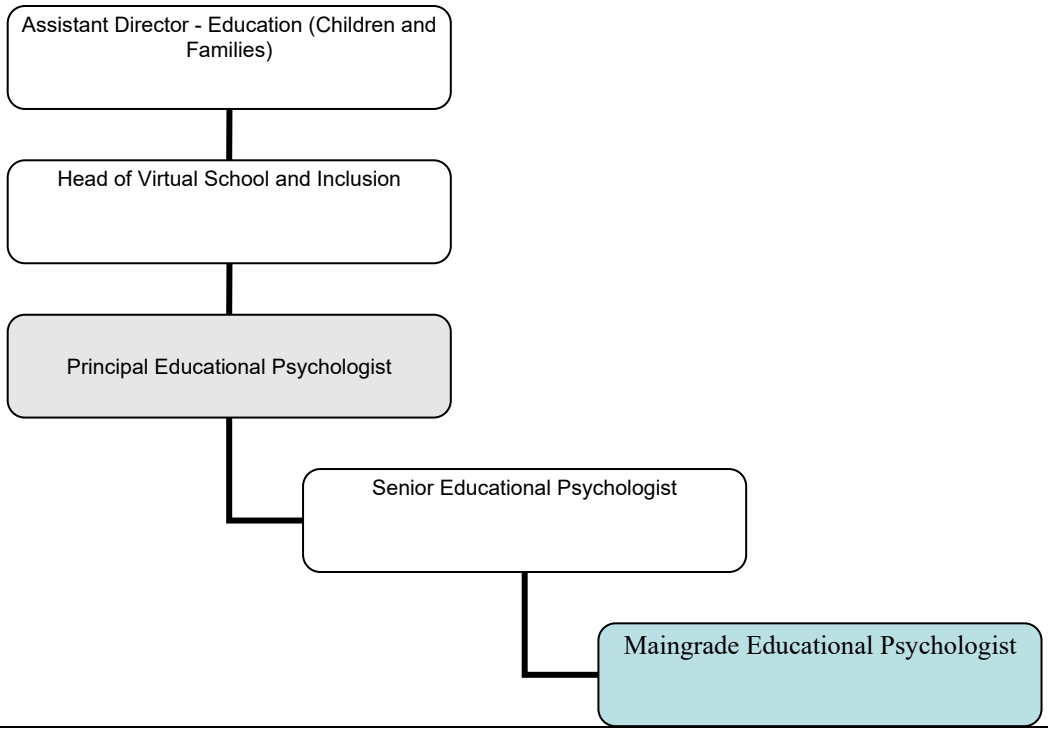
Are posts in more than one location? Yes ☐ No ☑
Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure?
Yes ☐ No ☑

Please indicate which post(s)

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You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.



Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	**Application form (follow up at interview)**
• Successful experience of delivering the role of local authority educational psychologist or as a trainee educational psychologist, working in a consultative way with teachers, parents and other professionals to support children and young people with special and/or additional needs. • Experience of solving child and family related problems within a context of conflicting expectations and demands from parents, head teachers, and other agencies. • Experience of assessing and identifying the needs of children and young people with complex learning and developmental disabilities and of working with others, including in multi-disciplinary contexts, to plan implement and review interventions designed to improve outcomes for this vulnerable group.	
Knowledge, Skills and Experience	**Interview**
• Up to date knowledge of research and practice in a range of disciplines including child and adolescent development, the psychology of learning, the psychology of emotional well-being, developments in brain science and its relevance to complex developmental and learning difficulties. • Broad-based knowledge of the education system in England, of inclusive education practice, effective teaching and learning practices and relevant legislations for all children and young people and particularly those with specialist learning needs.	
Education, Training and Qualifications	**Original documents**
• Registered with the Health Care Professions Council as a practitioner psychologist or expected registration within the next twelve months upon completion of professional training.	
Working Arrangements	**Interview**
• Available to undertake significant travel throughout North Lincolnshire, including out of county visits.	

DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	**Application form (follow up at interview)**
• Previous employment as a qualified educational psychologist working within a local authority.	
Knowledge, Skills and Experience	**Interview**

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Education, Training and Qualifications	**Original documents**
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Working Arrangements	**Interview**
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THE POST IS SUBJECT TO:	
Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974	
Yes ☑	**No** ☐
Political restriction	
Yes ☐	**No** ☑
The ability to speak fluent English under the Immigration Act 2016	
Yes ☑	**No** ☐

• Version Control	
Author	HR Policy Team
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