Grading
Job Description and Employee Specification

Job title: Senior Educational Psychologist	**Service area**: Children and Families
Post number:	**Division:** Virtual School and Inclusion
Grade: Soulbury EP Scale B points 2 to 5 (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:
- Providing the day-to-day leadership and management of an area of specialism within educational psychology and Children and Families e.g. Emotional Wellbeing, Children in Care, or Neurodiversity
- Contributing to the leadership and management of Educational Psychology
- To contribute to the income generation activities of Educational psychology

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 deliver a high-quality educational psychology service, ensuring positive outcomes for children and young people, particularly emotional wellbeing and neurodiversity.
2. To be a member of Educational Psychology leadership and contribute to the wider management of the area, in identifying and setting priorities, in supporting developments, in reviewing policies and guidelines and in monitoring and reporting educational psychology accountability against agreed objectives and headings.
3. To plan, co-ordinate and manage, in collaboration with the Principal and Lead Educational Psychologist, agreed professional development and training activities that are delivered to colleagues and other professionals and particularly in the area of specialism.
4. To provide professional supervision, appraisal and performance management to colleagues, and trainee educational psychologists to ensure high standards of service delivery, accountability and professional development, particularly in relation to any area of specialism.
5. 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 disability (SEND) and their subsequent provision.
6. 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 and Family functions and settings in

order to identify and meet the needs of vulnerable children and young people.

7. 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 as required.
8. To participate in supervision, induction and appraisal within the team's agreed procedures and to undertake further professional development to meet identified objectives and to meet the requirements for continued registration with the HCPC.
9. To attend team meetings and other meetings, as required, and to contribute to the ongoing development and continuous improvement of educational psychology delivery.
10. To deputise for the Principal or Lead Educational Psychologist as and when required.

Knowledge, skill and experience:

- Registered with the Health and Care Professions Council as a practitioner psychologist eligible to use the specialist title 'Educational Psychologist'
- Successful experience as a local authority Educational Psychologist
- Leadership and management skills which can motivate staff working in complex and varied situations
- An understanding of issues associated with developing and delivering the work of educational psychologists within the developing context of integrated services for children and young people
- Broad based knowledge of the education system, of inclusive education issues, of school improvement issues and of effective teaching and learning for all children and especially those with additional and special needs and/or or who are vulnerable
- A commitment to the relevance of the application of psychology in organisational change processes
- Good skills in the application of psychology to educational and child development issues and creativity in promoting children's achievement and progress, emotional wellbeing and positive mental health
- Knowledge and skills in the use of a wide range of psychological assessment, intervention and evaluation methods especially as relevant to vulnerable children and young people and those with additional and special needs
- Good skills in implementing solutions which result in improved outcomes, especially for vulnerable learners
- Up to date knowledge of the psychology of child development, including the birth to five age range, the psychology of human learning and information processing, the psychology of human social interaction, the psychology of emotional wellbeing and psychological aspects of mental health
- Knowledge of child and family related legislation and guidance
- 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
- Positive evidence of own continuing development, of flexibility in developing new methods of practice, and of ability to use research 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•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.
- Positive approach to, and demonstrable skills in, networking and co-operative working with other teams, services and agencies and in maintaining effective relationships

Creativity and innovation:

The post requires a very 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 professional delivery and through a contribution to the continuous development and improvement within Educational Psychology.

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 of integrated and inclusive practice.

Develop integrated approaches which improve utilisation of resources and provide better outcomes for children and their families.

Manage information to target and improve areas of responsibility within Educational Psychology

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 and Families Workforce, Health 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. They are expected to apply a high level of discretion to decision making to work within the appropriate Codes of Practice of the Health and Care Professions Council, British Psychological Society and Association of Educational Psychologists and to make active use of the professional supervision opportunities available within Educational Psychology.

Constructive engagement with all sectors and agencies involved in the delivery of learning and school improvement services for children and young people

Decisions on how the team 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. Decisions will also affect the effective and efficient delivery of a specialist service to the people and communities of North Lincolnshire.

Responsibility for resources:

Laptop and mobile phone £650

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:

Work requires normal physical effort

Working conditions:

Normal Council working conditions.
There is a need for significant travel throughout North Lincolnshire, including out of county visits.

Work context:

The work environment can be unpredictable and challenging.

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

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Position in organisation:

Indicate how many staff the post is directly accountable for: 3-4

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

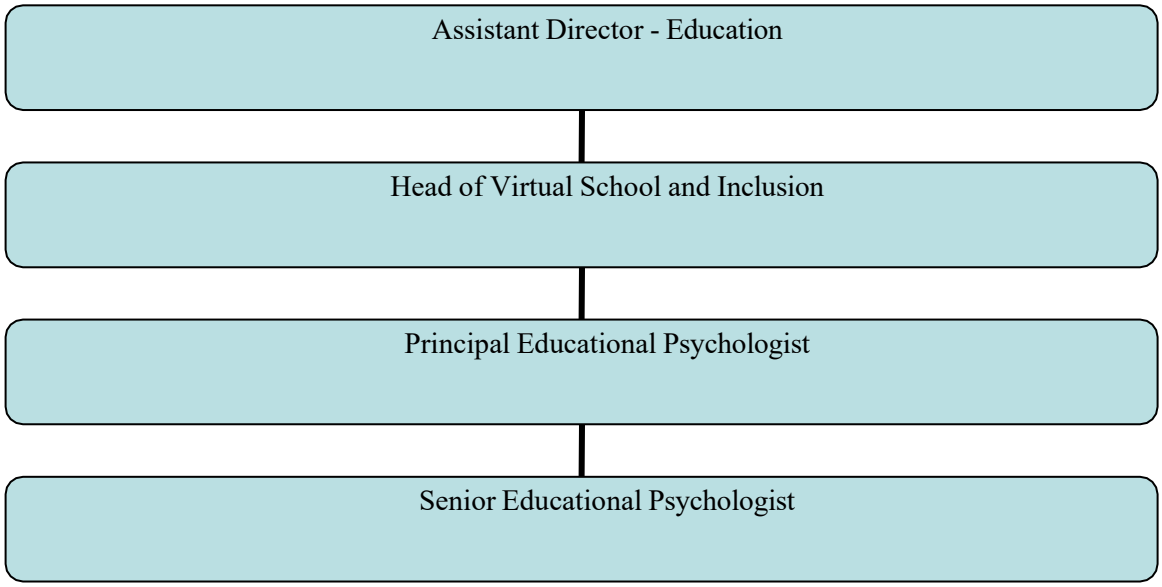
Is the supervision/management shared with another post in the structure?
Yes ☐ No ☑

x

Please indicate which post(s)

_____

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 as a local authority educational psychologist (minimum 3 years)
- Experience of 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 working in the field of neurodiversity and emotional wellbeing
- Proven interpersonal skills which can motivate others working in complex situations.
- Strong and effective communication skills, both written and oral, including an ability to communicate appropriately in a range of contexts and to a variety of audiences.
- Ability to listen carefully, work collaboratively and in partnership with parents, other professionals and representatives of other agencies to meet the needs of the client group.
- Ability to prioritise, manage time, delegate and work to deadlines.
- Ability to respond flexibly to a diversity of situations and needs.
- Ability to plan and deliver training which achieves positive outcomes for children and young people.

Knowledge, Skills and Experience	Interview

- Up to date knowledge of research and practice in emotional health and well-being as well as a range of disciplines including child and adolescent development, the psychology of learning, the psychology of mental health and emotional well-being, parenting, solution-oriented work and systemic approaches.
- Broad-based knowledge of the 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.
- An understanding of issues associated with developing and delivering the work of educational psychologists within the context of integrated areas for children and young people and a changing public-sector landscape.
- Excellent understanding of models of both consultation and supervision.
- Commitment to partnership and multi-professional team working for inclusion, for school Improvement and for enhancing the emotional well-being and positive mental health of children and young people and their families.
- Commitment to working across traditional boundaries. Open to trying new ways of working.
- An effective team player.
- Sensitive interpersonal skills.

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Education, Training and Qualifications	Original documents
Registered with the Health Care Professions Council as a practitioner psychologist eligible to use the specialist title 'Educational Psychologist'	
Working Arrangements	**Interview**
Available to undertake significant travel throughout North Lincolnshire, and out-county visits where necessary.	
DESIRABLE CRITERIA	**ASSESSED THROUGH:**
Knowledge, Skills and Experience	**Application form (follow up at interview)**
Experience of setting and achieving performance objectives, including corrective action to achieve specified outcomes. Experience in a management post in an educational psychology service Experience of the co-ordination of professional activity within educational psychology. Experience of supervising Trainee Educational Psychologists	
Knowledge, Skills and Experience	**Interview**
Evidence of the development of a specialist interest or specialism in one of the following; Early Years, neurodiversity, emotional health and well-being Effective project management skills	
Education, Training and Qualifications	**Original documents**
Management training/qualification	
Working Arrangements	**Interview**

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

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