



**JOB DESCRIPTION (JD)  
AND EMPLOYEE  
SPECIFICATION (ES)**

Standard Template

<b>JOB TITLE:</b>	Specialist Senior Educational Psychologist		
<b>GRADE:</b>	Soulbury B scale 3-5(plus up to 3 SPA points)	<b>SERVICE AREA:</b>	Children’s Services – Access and Achievement (SEND)
<b>JOB CODE:</b>		<b>LOCATION:</b>	Civic Centre
<b>REPORTS TO:</b>	Principal Educational Psychologist/ Senior EP		
<b>SPECIAL CONDITIONS:</b>	<ul style="list-style-type: none"> <li>Your designated place of work will be the Civic Centre. The council operates customer focused hybrid ways of working. This is subject to change and you may be required to work from other locations, short or long term.</li> <li>This post is covered by the Government’s Code of Practice on the English Language Fluency Duty for public sector workers. The Post holder will be required to communicate verbally with customers and provide advice and/or information in accurate spoken English.</li> </ul>		

**1. Main purpose of the job role:**

To undertake the duties of an Educational Psychologist and develop area/s of specialism as agreed with PEP/senior managers. Areas of specialism may vary over time.

To contribute to the operational management of service delivery, supervision and performance management as directed by the PEP. To assist and deputise for the Senior Educational Psychologist (SEP) when required.

*Examples:*

To take a lead role in developing service capacity in area/s of specialism; to deliver effective consultation, intervention, training and project work to support effective inclusion across the borough.

To support the Educational Psychology Service is delivering strategic aims within the children’s directorate.

To undertake direct service delivery duties of an educational psychologist to children/young people, families, schools and other settings and services.

**2. Role specific duties and accountabilities:**

**Communication, Partnership and Networking**

Overview:

- To communicate efficiently on a day-to-day basis, ensuring effective communication structures.
- To communicate verbally with service users and provide advice and/or information in accurate spoken English.

Examples:

- Contribute to policy development and all relevant strategies and protocols across Children’s Services through consultation
- Contribute to an effective communication structure within SEN Services and with service users and partners in order to achieve agreed outcomes
- Contribute to the vision and direction of service travel

- Keep the service up to date with current research and practice within a specialist area/s of Educational Psychology to support all including those with SEN Disability and other vulnerable groups
- Liaise with other providers to promote effective partnerships within Children's Services, local agencies and at regional or national levels in support of delivering psychological services

### **Leadership, Teamwork and Development**

Overview:

- To support the PEP and Senior EPs to work collaboratively to maintain service support structures and the development of professional practice within the Educational Psychology Team and SEN Services.

Examples:

- Contribute to further development of the traded services
- Support the implementation of service planning to ensure clear operational objectives and that there are systems in place to evaluate the service's work
- Contribute to the management and maintenance of a system of regular support and professional supervision for individual staff within broader supervision arrangements to ensure effective professional performance management and CPD arrangements that are linked to the achievement of the desired outcomes within the service area

### **Service Quality and Standards**

Overview:

- To contribute to the development and monitoring of quality standards for the Educational Psychology Service to assure effective delivery and support continuous improvement in ways the team can be more effective ensuring feedback from key stakeholders, service users and partners.
- To contribute to the focus on outcomes for children, young people and their families and that they are at the centre of service delivery.

Examples:

- Act in a consultative capacity to colleagues as required by members of the service
- Ensure that national, regional and local developments that impact on the service are part of service planning developments including the involvement of service users in service design and evaluation
- Promote the service on matters relating to a specialist area of Educational Psychology
- Work closely with professionals across all services to identify and deliver effective practice in support of consultation and school improvement with a focus on outcomes for the most vulnerable children/young people
- Support the implementation of new legislation and organisational arrangements to maintain service and team standards
- Support team targets of meeting statutory requirements as an Educational Psychologist as outlined in the job description (Educational Psychologist)

### **Planning and Managing Resources**

Overview:

- To support the PEP and SEPs to ensure efficient use of materials and resources within the service.

Examples:

Support trading activity.

## **Knowledge and Expertise**

### Overview:

- To possess extensive knowledge of the principles and practice underpinning the application of educational psychology

### Examples:

- Demonstrate extensive knowledge of applied Educational Psychology within the context of schools, and settings, and in the areas of agreed specialism.
- Apply knowledge and understanding of legislative frameworks, e.g., the SEND Code of Practice (2015), Equality Act, Children and Families Act 2014 and other relevant requirements relating to inclusion and outcome frameworks for children, young people and their families
- Have a professional background and substantial operational experience in the delivery of Educational Psychology within the broader context of inclusion, SEN and targeted services,
- Understand operational arrangements, structures and principles of key partners across children's services
- Support individuals and teams to manage change effectively and constructively
- Demonstrate knowledge and understanding of consultation in providing support to schools and settings

## **Contribution to Innovation**

### Overview:

- To contribute to innovative developments and ensure an effective integrated strategy for all children and young people and their families, particularly in areas of agreed specialism.

### Example:

- Participate and provide a distinctive contribution to local developments
- Provide clear and accountable support focusing on early identification to maintained schools and settings, including the Voluntary Independent Sector (VIP)
- Develop closer working relationships with client groups with a focus on progression outcomes for the most vulnerable groups
- Contribute to the development of ways to involve children/young people and their families in service design and evaluation

## **3. Corporate duties and accountabilities:**

- The post holder will comply with and promote the Council's Health, Wellbeing and Safety at Work policies and ensure these are implemented effectively within his/her areas of responsibility.
- Through personal commitment and clear action, the postholder will promote the Council's employment policies, with particular reference to diversity, equality of access and treatment in employment, service delivery and community involvement. To support/develop a working culture within these services that reflects the corporate vision.
- Ensure that the services provided aligned to the Council strategy, vision, aims, objectives, priorities and continuous improvement programme and play their part in achieving these. This includes compliance with Standing Orders, Financial Regulations, Code of Conduct and the Councils Policies and Procedures.
- This job description sets out a summary of the duties and accountabilities of the role. It is not intended to be exhaustive.



JOB TITLE: <b>Specialist Senior Educational Psychologist</b>	GRADE: Soulbury	
Using the Job Description consider what essential behaviours, abilities and knowledge are required by a person to perform each of the main activities and accountabilities of the job safely and effectively.	Indicate when Assessment is possible: at Application form=A interview=I both=A/I test = T	<b>WEIGHT CODE</b> shows relative importance Low=1 Medium=2 High=3
<b>Behaviours:</b> <i>refer to corporate behaviours document</i>		
<b>Professionalism</b> - Actively seek ways to prevent over-complication or confusion of service delivery through innovation, being open to change and the removal of barriers including challenging negative behaviours.	A/I	3
<b>Leadership</b> - Leads by example, optimising those resources allocated, Communicates clearly taking account and welcoming feedback. Takes a positive and resilient approach to change understanding the longer-term vision of the Council and/or service areas.	A/I	2
<b>Accountability</b> - Adopt a 'can do' attitude in the work that I deliver taking accountability for my own performance and development and responsibility for my actions and decisions. I will demonstrate inclusivity and promote the values of diversity and equality.	A/I	3
<b>Transparency</b> - Work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or communities we serve.	A/I	3
<b>Ethical</b> - Aware of own impact on others through valuing openness, treating everyone with respect and listening carefully to understand the views of others in order to build trust.	A/I	3
<b>Abilities/Skills:</b>		
Excellent interpersonal skills and the ability to achieve rapport with a range of stakeholders	A/I	3
Ability to communicate verbally with service users and provide advice and/or information in accurate spoken English.	I	3
Ability to communicate effectively in writing	A	
Strong organisation and planning skills	A/I	3
Ability to assess priorities and plan work effectively	A/I	3
Ability to work creatively and flexibly with a range of professionals and balance competing demands	A/I	3
Knowledge of recent legislation and educational changes relevant to the post and their implications	A/I	3
Ability to work collaboratively, flexibly and to meet time scales/deadlines	A/I	3
A clear understanding of current issues and developments in the professional practice of Educational Psychology	A/I	3
Effective leadership skills and the ability to apply these to achieve positive outcomes across a team	A/I	2
<b>Knowledge/Experience:</b>		

Previous successful experience as a qualified Educational Psychologist working within a local authority context	A/I	3
Previous successful management/supervisor experience or evidence of active contribution to service policy and developments within an Educational Psychology Service (experience in the area of specialism being applied for would be an advantage)	A/I	3
Successful experience of leading or contributing to the development and delivery of training and project work within an Educational Psychology service (experience in the area of specialism being applied for would be an advantage)	A/I	3
Experience of working as part of and being part of developments in multi-agency teams (experience in the area of specialism being applied for would be an advantage)	A/I	2
Evidence of commitment to continued professional development (experience in the area of specialism being applied for would be an advantage)	A/I	3
<b>Qualifications:</b>		
Honours degree in psychology and eligibility for registration with British Psychological Society	A	
Postgraduate Professional Training qualification in Educational Psychology and eligibility for registration as a Chartered Educational Psychologist	A	
<b>Other Essential Requirements</b>		
An awareness of, and commitment to, equality of opportunity	I	3
Awareness of, and commitment to, confidentiality and handling data	I	3
Full UK driving licence	A	
HCPC Registration.	A	
<b>Prepared by:</b>	Sam Samra	<b>Date:</b> 11.04.24