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Job Profile

**JOB TITLE:** Specialist Educational Psychologist Early Years

**GRADE:** Salary: **£52,999 – £58,912** per annum (Soulbury

Scale A 5- 8 | Plus up-to 3 SPA points)

**POST NO:** 29257

**JOB TIER:**

**DBS CHECK:** Enhanced

**GROUP:** Children’s Services

**SERVICE: Educational Psychology Service**

**Working Pattern: 36 hrs a week.**

**REPORTING STRUCTURE**

**Reports to:** Principal Educational Psychologist

**Direct Reports:** None but will provide clinical supervision to a number of Educational Psychologists

**Indirect Reports:** none

**ROLE PURPOSE:**

Support the Principal Educational Psychologist (PEP) with oversight of the Educational Psychology team, ensuring agreed plans and performance targets are delivered and that a culture of ‘putting our residents first’ is maintained.

* To ensure that psychological assessments of children and young people from age 0 to 25 years with special educational needs and disabilities (SEND) are undertaken in accordance with the provision of the Children and Families Act and the SEND Code of Practice.
* To provide Psychological Services using a range of tools and methodologies including the 'Consultation Framework'.
* To provide support and expertise in ESF (Early Support Funding),and Phase Transfer and SEND Panels.
* To demonstrate exemplary practice, sharing knowledge and positively managing the interface between practice and education/training related to early years.
* To provide support and co-jointly work with SAS Early Years Team.
* Review and amend documents / Policies in relation to early years cohort.
* Support and work in partnerships with other teams, for instance, Portage.
* To manage and be responsible for a reduced caseload/workload.
* To lead on relevant projects to improve the customer experience and ensure a culture of 'putting our residents first' is maintained.

A. Job Description

1. **Resident & Community Contribution**

* To ensure that customer care focus is paramount – measured for example by dealing expediently with customer requests.
* To ensure that connections with universal services are made and that solutions for customers focus on community integration.
* To demonstrate understanding and role model the Council’s *Customer Care Standards* and ensure that these standards are met across area of own responsibility in order to deliver the Council vision of ‘putting our residents first’.

**2. People Management**

* No direct supervisory responsibility however postholder will provide clinical supervision to main grade Educational Psychologists, trainees and/or Assistant Psychologists as required.
* To support the PEP with the selection, development and performance of the Educational Psychology team in line with professional standards and the Council's HR policies.
* To provide professional leadership by supporting and demonstrating best practice.
* To deputise for the PEP in their absence.

**3. Operational Service Delivery**

* To provide professional leadership to team members through demonstrating exemplary practice, sharing knowledge and positively managing the interface between practice and education/training.
* To act as an experienced practitioner in the service, providing advice and support to colleagues.
* Excellent time management skills whilst working on muti-tasks / activities.
* To provide professional supervision, coaching and mentoring to team members ensuring practice is informed by research and encouraging reflective practice and continuous professional development.
* To undertake project work as required by the service.
* To promote the principles of independence and personalisation in assessing need and formulating plans.
* To work to the ethical guidance of the British Psychological Society.
* To use evidence informed psychology to enable positive outcomes.
* To deliver setting-based work in Early Years settings, schools and colleges.
* To complete assessments in the most cost-effective manner, which are responsive to meet SEND of CYP and within the relevant timescales.
* To work at an individual, group and systems level including work in settings.
* To deliver relevant training across settings and agencies including Disability Services.

**4. Service Planning & Development**

* Maintain knowledge of the current Team Plan and Service Plan and understanding of own contribution in order to ensure delivery of this plan.
* To contribute to the monitoring and evaluation of service delivery.
* Contribute to the development of Local Authority policies.

**5. Financial & Resource Management**

* To demonstrate cost-consciousness and identify any cost-effective changes to own way of working.
* To make efficient use of resources when identifying how needs and outcomes can be met.

**6. Continuous Improvement**

* To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for customers.
* Support PEP in monitoring of team and individual performance and productivity to ensure the delivery of Service Level Agreements (SLAs) are maximised.
* To ensure own professional knowledge is updated and that new legislation, policy and practice guidance is understood and implemented within the team.
* To model and facilitate reflective and evidence-based practice.

**7. Contacts**

* Primary contact will be with other officers within the Council, service users/residents and their representative bodies, voluntary agencies, schools/colleges, health and other external agencies.

**8. Additional Responsibilities**

* Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

**9. Key Performance Indicators**

* Delivery against agreed service levels, productivity measures and agreed PADA targets.
* Submission of (pre)statutory work within time limits.
* Positive feedback from clients.
* Adherence to Educational Psychology professional standards.

B. Person Specification

**Senior Educational Psychologist**

This person specification will be used for recruitment to this post. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

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| **1. QUALIFICATIONS** | **ESSENTIAL**  **** | **DESIRABLE**  **** |
| HCPC accredited MSc or Doctorate professional qualification as an Educational Psychologist | **** |  |
| Evidence of CPD | **** |  |
| **2. STATUTORY or ROLE SPECIFIC REQUIREMENTS** | **ESSENTIAL**  **** | **DESIRABLE**  **** |
| Eligible for full membership of the Association of Educational Psychologists, British Psychological Society | **** |  |
| HCPC (Health and Care Professionals Council) registered | **** |  |
| Ability to travel independently to appointments within and outside the Borough boundaries. | **** |  |
| Able to work flexibly to meet the needs of the service | **** |  |
| **3. EXPERIENCE** | **ESSENTIAL**  **** | **DESIRABLE**  **** |
| Experience of success in partnership working with a range of agencies to deliver positive outcomes for service users | **** |  |
| Experience of planning and providing services to children and young people in educational care settings, and support of their parents and carers | **** |  |
| Experience of providing professional supervision to Educational Psychologists |  | **** |
| **4. KNOWLEDGE & SKILLS** | **ESSENTIAL**  **** | **DESIRABLE**  **** |
| Ability to assess children and young people between 0-25 years | **** |  |
| Ability to use the most effective model of service delivery to achieve satisfactory outcomes | **** |  |
| Ability to write quality reports setting out the implications of findings and to consider the processes of the children and young people's learning | **** |  |
| Knowledge of the most current and relevant legislation as it applies to the client group | **** |  |
| Knowledge and understanding of children and young people's needs, and how they learn and progress | **** |  |
| Ability to prepare and deliver effective, bespoke training | **** |  |
| Competent user of ICT including word, excel and case management systems | **** |  |
| Knowledge of safeguarding procedures | **** |  |
| Knowledge of Children & Families Act, Equality Act, Send Code of practice | **** |  |
| **5. COMPETENCIES** | **ESSENTIAL** | **DESIRABLE** |
| **“Can do” positive attitude**  Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking. | **** |  |
| **Takes responsibility and delivers results**  Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions. | **** |  |
| **Team working**  Acts as a role model to others in the team, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members’ experiences can bring. | **** |  |
| **Communication**  Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences. | **** |  |
| **Customer Care**  Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision. | **** |  |
| **Takes ownership of personal development**  Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance. | **** |  |