



## Job Profile

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<b>JOB TITLE:</b>	Educational Psychologist SEMH / Behaviour Specialist
<b>GRADE:</b>	
<b>POST NO:</b>	TBC
<b>DBS CHECK:</b>	Enhanced
<b>DIRECTORATE:</b>	Education and SEND
<b>SERVICE:</b>	Children's Services

### REPORTING STRUCTURE

<b>Reports to:</b>	Principal Educational Psychologist
<b>Direct Reports:</b>	None
<b>Indirect Reports:</b>	None

### ROLE PURPOSE:

To work as a part of small multi-agency EHCP Plus Team within SEND and Inclusion services to develop inclusive practice and build capacity in mainstream schools and educational settings so staff are able to meet the needs of children and young people (CYP) with SEND including those with ASD who have an Education Health Care Plan (EHCP). The Educational Psychologist SEMH Behaviour Specialist will bring extensive experience and knowledge to the team to offer advice, training and support to ensure more complex students with EHCP meet their potential and achieve positive outcomes. Working closely with other SEND specialists including Senior Educational Psychologist SEMH Specialist the post holder will focus on high impact for children with complex needs.

The remit is to work directly with the workforce supporting CYP with SEND including those with ASD who may also present with challenging behaviour needs or have complex Social Emotional and Mental Health (SEMH) needs so they can access and take part in teaching and learning

activities with their peers as independently as possible and work towards achieving their aspirations. One aspect of the role is working directly with individual children with complex needs to better understand the support required.

## Job Description

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### 1. Resident & Community Contribution

- To ensure individuals (children and adults) and their carers, where appropriate, are supported to lead as safe and independent lives as possible.
- To demonstrate understanding of the underlying principles of the Education and SEND Directorate.
- To contribute to a strong working relationship between the local authority and all schools and local system leaders. Escalate any concerns to senior managers.
- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- To promote inclusive practices for children and young people with a range of needs to be empowered to reach their full potential.

### 2. People Management

- To be responsible for signposting to the relevant professionals when appropriate and assist management in supporting development and overseeing performance of the teams working with CYP with EHCPs.
- To ensure all team members receive the appropriate level of communication to maintain engagement with the Council's vision, priorities and activities.
- To be responsible for maintaining a safe and healthy working environment in line with Health & Safety at Work Act (1974).

### 3. Operational Service Delivery

- To work collaboratively within multidisciplinary EHCP Plus Team and other teams across the directorate especially in close partnership with Educational Psychology Service, SEND Advisory Team and SEND EHC Service to support educational settings, children and young people with SEND age 0-25yrs through a preventative approach.
- To contribute to enabling the progress and better outcomes for Hillingdon CYP with SEND and/or Autism, Communication and Interaction, Cognition and Learning and Social Emotional and Mental health needs who are under Education Health Care Needs Assessment (EHCNA) or have an EHCP.

- To be a specialist practitioner for SEMH within EHCP Plus Team by offering psychological consultation and advice to educational settings, utilising an extensive strategies and approaches, based on research and evidence, to support and advise schools to be able to shape provision to meet a range of needs of children SEND.
- To work in partnership with other SEND specialists within directorate including Senior Educational Psychologist SEMH Specialist who leads on various initiatives e.g. EBSNA Protocol and support with outreach services.
- To support review and implementation of Hillingdon's SEMH pathway in collaboration with Health, Social Care, Education, the Educational Psychology Service and other identified stakeholders.
- To promote a person-centred approach where children and parent's/carer's viewpoint is responded to and respected.
- To work alongside children, young people and their families to ensure their views are always sought and that their voice is central to all work that is undertaken. This includes close working relationship with parents/carers forum and other third sector organisations.
- To contribute to planning and reviews and attend Annual Reviews of EHCP, as appropriate.
- To provide professional expertise as a specialist Educational Psychologist and guidance to workforce at educational settings as well as to other teams and wider stakeholders, including social care and health colleagues, in ensuring and promoting the highest professional standards of service and inclusive teaching practice.
- To deliver training to support professionals in their implementation of the SEND Code Practice and education of students with EHCPs. This will include the provision of advice on inclusive practice within mainstream settings, practice and procedures/strategies/resources relating to teaching and learning for students with SEND and/or ASD, SEMH and complex needs.
- To support the implementation of whole school change programmes, designed to enhance student's positive behaviour and develop an educational environment which encourages positive SEMH.
- To lead on implementing elements of Hillingdon SEND and AP Strategy Ambitions and improvement plan following Local Area SEND Ofsted Inspection to develop and implement SEMH provision and promote mainstream inclusion.
- To work within a multidisciplinary way that include CYP with EHCPs and their parents, other Advisory Teachers, Therapists, Casework personnel, Health practitioners and other professionals to contribute to the development of individual programmes and advice to schools. This includes working with all stakeholders across Local Area Partnership in developing coordinated system of education support to Hillingdon schools and other educational settings in order to support their work in responding successful to pupils with SEND who have SEMH needs.

- To liaise and develop networks of support with health and social care colleagues and with voluntary organisations, charities and local communities across Hillingdon to ensure the needs of CYP with SEND are met.
- To contribute to multi agency meetings to improve provision for CYP with SEND who have SEMH needs, working to prevent exclusions and maintain placements, such as Reasonable Adjustment meetings etc.
- To work collaboratively with parents/carers and relevant agencies to support and improve achievement, personal development and independence for children and young people with SEND who have SEMH and complex needs. This includes strategies to overcome obstacles for mainstream inclusion and prevention of exclusion.
- To complete assessments, reports, reviews and letters required by agencies concerned with the support of students with SEMH who have an EHCP, or undergoing EHCNA where appropriate.
- To prepare materials/resources for use with individual students, teaching and non-teaching staff which will facilitate effective inclusion of the students into the school system and environment, ensuring an understanding of the implications of the SEND needs and implementation of the EHCP provision.
- To undertake any additional duties consistent with the role of for students with SEND as determined by the Principal Educational Psychologist, including attendance of tribunals and mediation meetings as required.
- To be an ambassador for inclusion, supporting children with their cognitive and social development, encouraging inclusive practices and appropriate strategies to enable children to develop independence and resilience.
- To be involved where appropriate on relevant strategic and operational groups related to implementation of the SEND and AP Strategy as well as report on progress towards KPIs within DSG Safety Valve Programme.
- To support the management to reform practice within the local area so that increased focus is given to earlier intervention for children and young people with SEND.
- To maintain accurate records and files of the students on the caseload and ensure that monitoring structures are used to evaluate the impact of the post upon the progress and attainments of children with SEMH.
- To be responsible for coproducing relevant informative guidance and develop relevant support and advisory processes to further develop the support offered within this role.
- To maintain and develop up to date knowledge and skills in the field, including a high level of IT and the effective use of IT across the curriculum.

#### **4. Service Planning & Development**

- To participate in further professional development and support self-evaluation.
- Contribute to annual Team Plan, aligned to the Team / Service Plan(s).
- Ensure clear Service Level Agreements (SLAs) are in place, where appropriate, covering all aspects of service delivery with performance and response levels, together with the escalation process if SLA's are not met.
- To ensure specialist advice is tailored to support educational settings to meet the needs of children and young people with SEND who are diagnosed with SEMH without the need to escalate to specialist provision, wherever possible.
- To continually review the needs of Hillingdon schools and children/ young people and consider where additional services may be offered as part of a traded service offer.
- To assist in the formulation of strategies for a whole school approach to the inclusion of pupils with SEND, including development of various policies and guidance as well as training offer and support through transitions to next phase of education.
- To engage with educational settings, children and young people with SEND, their families and other services to ensure they are involved in any review or redesign of advisory service.
- To deliver a successful specialist Educational Psychologist advisory function to coordinate support for children and young people with SEMH through the use of an EHCP.
- To ensure educational settings within the local area follow the outlined SEND pathways of support.

## **5. Financial & Resource Management**

- To be aware of SEND services budget and assist management in creating cost effective solutions.
- To ensure all purchasing and procurement is conducted in line with the corporate guidelines with appropriate use of the Council's financial systems.
- To ensure that all workforce expenditure is compliant with corporate guidance and that any temporary resource is purchased through the Council's agency contracts.
- To ensure the support offered within this role is efficient and effective and provides value for money.
- To support management to effectively deploy and review the impact of limited funding resources.

## **6. Service Improvement**

- To manage the implementation of improvement initiatives and change programmes using the Council's Project Management and Service Improvement methodologies.
- To observe, evaluate and identify appropriate strategies and interventions for this role and if relevant other team members to use with individual CYP with SEND who have SEMH needs in mainstream settings, to support both their access to the curriculum and social/interaction skills.
- To lead on new ways of working ensuring that innovative approaches are used which facilitate take up of Personal Budgets / Direct payments and increase independence for all disability service users in line with Preparation for Adulthood agenda.
- Collate and review data analysis to identify target areas for improvement.
- Support other teams within directorate to embed and review a Quality Assurance Framework to ensure effective services delivery.
- To manage, review and continuously improve the functions of the role using specialist expertise in a way which ensures consistently fair and timely access to services for schools, CYP with SEND and their families.

## **7. Contacts**

**Internal:** Colleagues across Education and SEND directorate, as well as Social Care and Health.

### **External:**

- Children and young people with SEND
- Parents and carers
- Educational settings across nursery, primary, secondary and post 16, all levels of staff in a wide range of educational provisions.
- Local health services, in particular, specialist hospitals and centres of assessment
- Other local authorities.
- Out of borough placements for children with SEND
- Voluntary organisations and services in other areas, as directed by the Team Manager

## **8. Additional Responsibilities**

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

## **9. Key Performance Indicators**

- KPIs will be developed through the Performance Appraisal process encompassing current council and service area priorities. However, they are likely to include/relate to:
  - Support offered to mainstream educational settings through specialist teacher advisory functions.
  - Progress on outcomes for children and young people with SEND who have SEMH needs.

- Quality of evidence presented within Tribunal proceedings to support Local Authority representation through support of thorough specialist reports.
- Effective advice and case management
- Parent/Carer/Young Person/Setting service satisfaction measures.
- Demand for more specialist services including specialist settings.
- The EHCP Plus Team provides continuum of SEND support to settings, ensuring effective implementation of EHCP provision, which achieves positive outcomes for individuals with SEND who present with SEMH and complex needs.

## Person Specification

This person specification will be used for recruitment to the post of **Educational Psychologist SEMH Behavioural Specialist** vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

<b>1. QUALIFICATIONS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Honours degree in psychology	✓	
Masters or doctorate in educational psychology (or equivalent post graduate qualification)	✓	
Qualified teacher status or equivalent		✓
<b>2. STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Eligible for registration with the HCPC & British Psychological Society	✓	
To effectively manage independent travel to in/out Borough appointments	✓	
<b>3. EXPERIENCE</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Proven experience of working at various levels: At a school system level With groups With individual children and young people With parents/carers	✓	
Experience of teaching and/or providing specialist support for pupils with SEMH to enable access to the curriculum in a mainstream, special school, Early Years setting or college	✓	

Experience working from a person-centred approach	✓	
Evidence of continuing professional development	✓	
Experience of working in multidisciplinary team that includes practitioners qualified to various levels	✓	
Experience of leading change within an educational environment		✓
Experience of creating, delivering and measuring the impact of training for professionals and/or parents/carers		✓
Experience of developing and delivering training		✓
<b>4. KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Knowledge and understanding of assessment processes and procedures in the delivery of services to children with SEND /disabilities and commitment to inclusive education for all pupils	✓	
Skills in the assessment of individual children and young people in the area of SEMH	✓	
A practical, up to date knowledge of available specialist interventions and the ability to monitor their effective implementation	✓	
Knowledge of relevant SENDIST Tribunal and Mediations procedures, legal frameworks and guidance and a demonstrated ability to apply this knowledge to practice, including: Children Family Act 2014, SEN Code of Practice, Safeguarding Children, Equal Opportunities		✓
Evidence of effective collaborative working with a range of professionals to support educational improvement		✓
Knowledge of safeguarding procedures relevant to vulnerable children	✓	
Ability to challenge, motivate and inspire teachers, teaching assistants and other staff and professionals across Children's and Adult Services and other system partners.		✓
Ability to manage competing demands and meet relevant timescales	✓	