



HILLINGDON

LONDON

Job Profile

JOB TITLE:	Senior Educational Psychologist
GRADE:	Soulbury SEDPB 8-11, up to 3 SPA Points
POST NO:	24652
JOB TIER:	4 (Team Manager)
DBS CHECK:	Enhanced
GROUP:	Children's Services
SERVICE:	Educational Psychology Service

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 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

- Champion a high-quality, psychologically informed customer experience by ensuring residents' needs are addressed with responsiveness, empathy, and efficiency.
- Strengthen integration between statutory, targeted, and universal services to ensure children, young people and families benefit from joined-up, community-based support.
- Model the Council's Customer Care Standards, promoting a culture that consistently reflects the organisational vision of *putting our residents first* across all areas of practice.

2. People Management & Professional Leadership

- Hold responsibility for providing clinical supervision to Educational Psychologists, Trainee EPs ensuring supervision maintains high professional and ethical standards.
- Support the PEP in workforce planning, recruitment, performance development and talent retention, aligning EP practice with national guidance and Council HR frameworks.
- Provide visible, psychologically informed leadership to the Educational Psychology Service (EPS), modelling best practice and supporting a reflective, learning-oriented culture.
- Deputise for the Principal Educational Psychologist when required, offering service-wide leadership and strategic oversight.

3. Operational Service Delivery

- Offer professional leadership through exemplary applied psychology practice, fostering a strong interface between direct casework, systemic work, consultation, and workforce development.
- Act as a senior practitioner, providing expert psychological advice, case formulation support and problem-solving guidance across the team.
- Maintain high levels of organisation and prioritisation when managing multiple tasks in a fast-paced environment.
- Deliver high-quality supervision, coaching and mentoring that is grounded in research, reflective practice, and continuous professional development.
- Lead and contribute to service-level projects and strategic initiatives as directed by the PEP.
- Promote independence, inclusion, and personalisation through psychologically informed assessment and intervention.
- Work in alignment with the HCPC and British Psychological Society's ethical framework and apply evidence-informed approaches to support positive outcomes for children and young people.
- Deliver setting-based and systemic work across Early Years settings, Schools and Colleges.
- Complete statutory and non-statutory assessments in a responsive, proportionate, and cost-effective manner within required timescales.
- Provide training and capacity-building support across education, health, and social care—including Disability Services.

4. Service Planning & Development

- Maintain a strong working knowledge of the EPS Team Plan and wider Service Plan, understanding how individual responsibilities contribute to collective strategic outcomes.
- Contribute to ongoing service monitoring, evaluation and quality assurance processes.
- Support the development and refinement of Local Authority policies through professional expertise, data-driven insights, and applied psychology.

5. Financial & Resource Management

- Work in a cost-conscious manner, identifying opportunities for efficiencies that enhance service delivery without compromising professional quality.

- Make effective use of available resources when planning and delivering psychological work to meet identified needs and intended outcomes.

6. Continuous Improvement

- Contribute proactively to innovation and service improvement, identifying opportunities to strengthen effectiveness, efficiency and resident impact.
- Support the PEP in monitoring team performance, productivity, and adherence to Service Level Agreements (SLAs).
- Maintain up-to-date professional knowledge, ensuring new legislation, research and professional guidance are embedded into team practice.
- Model and promote reflective, ethical and evidence-based practice across the service.

7. Key Contacts

- Collaborate effectively with colleagues across the Council, residents and families, schools, colleges, voluntary sector partners, health services, and other external stakeholders to support holistic, integrated outcomes.

8. Additional Responsibilities

- Undertake additional tasks relevant to the role's purpose, as directed by management, contributing flexibly to emerging priorities and service-wide needs.

9. Key Performance Indicators

- Achievement of agreed performance measures, including SLAs, productivity targets and PADA objectives.
- Timely submission of statutory and pre-statutory work.
- Positive feedback from service users and professional partners.
- Adherence to Educational Psychology professional and ethical 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.

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.	✓	