



Job Profile

JOB TITLE:	SEND Clinical Psychologist
GRADE:	Soulbury pts 5-10
DBS CHECK:	Enhanced
DIRECTORATE:	Education and SEND
SERVICE:	Children's Services

REPORTING STRUCTURE

Reports to:	Principal Educational Psychologist
Indirect Reports:	Up to 5

ROLE PURPOSE:

To work within specialist support as part of EHCP Plus small multi-agency team within SEND & Inclusion Service to provide specialist psychological support within educational settings as a wrap - around service of support that enables students with SEND to access mainstream education and develop the emotional, social, and behavioural skills necessary for inclusive living, meaningful relationships, and lifelong learning. The role focuses on high-impact interventions for CYP with complex needs, working collaboratively with schools, families, and professionals.

Job Description

1. Resident & Community Contribution

- To ensure individuals (children and adults) and their primary 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'.

2. People Management

- 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 conduct specialist psychological assessments and suggest therapeutic intervention activities related to the need for behavioural interventions for CYP with SEND and designing, implementing and monitoring behaviour analysis data.
- To undertaking specialist assessments, including completing functional assessments of behaviours that can challenge to inform a recommended behaviour support plan. Writing expert reports to support children's needs.
- To support settings in developing and monitoring individualised psychological support plans.
- To support mainstream educational settings in implementing provision from the EHCP, provide expert advice, strategies and support to promote inclusion and prevent suspensions/exclusion and placement breakdown.
- To work with students with SEND and staff to develop interventions that are shared with the students' families/carers and groups as part of the training offer.
- To manage a caseload independently providing evidence based psychological therapeutical input to CYP with SEND who have SEND complex needs, behaviour of concern and may also present with social, emotional or mental health difficulties.

- To monitor and evaluate the effectiveness of suggested interventions in order to evidence progress reports and summaries.
- To contribute a specialist perspective to case planning and multi-agency case conferences and reviews, including SEND reviews, Annual Reviews of the EHCP and call multi-professional meetings when appropriate.
- To provide advice, education, information and training to CYP with SEND, school staff, families, carers, on best practice interventions.
- To support colleagues in other teams as well as school staff through coaching and training to develop their own practice.
- To develop guidance and practice that enables a culture of inclusion.
- To contribute to the development and maintenance of the highest professional standards of practice, through active participation in internal and external CPD training and development programmes.
- To attend and contribute to multi-disciplinary meetings including various SEND Panels, schools' meetings, Tribunal hearings and Mediation related meetings, as required.
- To work with various teams within the council and schools' community to ensure maximum positive impact.
- To work with cases that are in the process of finding resolutions, via mediation or tribunals, to offer expert advice and guidance to promote children achieving their outcomes.
- To liaise with other parties such as social care teams, health teams, parents/carers, outreach, etc. and provide consultation, advice and training when required.
- To be an ambassador for inclusive practices, advising and guiding professionals and settings to implement strategies and research-based approaches to meet individual needs.
- To contribute positively to a high-quality care, teaching and learning environment for CYP with SEND who present with behaviour of concern.
- To work with CAMHS, Educational Psychology Service, SEND Advisory Team, SEND EHC Service and other teams and support developing consultation clinics, where appropriate.

4. Service Planning & Development

- To support management in developing an annual Team Plan related to this role and ensure it is aligned to the Group / Service Plan(s).
- To ensure specialist behavioural advice is tailored to support educational settings to meet the needs of children and young people with SEND without the need to escalate to very specialist services.
- To support management in the formulation of strategies for a whole school approach to the inclusion of pupils with SEND within mainstream settings, including development of various policies and guidance as well as training offer.
- To engage with educational settings, children and young people with SEND, their families and other services to ensure they are involved in any support offer review or redesign.
- To embed the use of the local area frameworks and to align practitioner's advice and intervention with the recognised SEND pathways.
- To deliver a successful specialist clinical psychology support function to coordinate support for children and young people with EHCPs using the local area pathways.
- To ensure educational settings within the local area follow the outlined SEND pathways of support.
- To ensure that the support offered within this role is part of wider service agenda of implementing SEND and AP Strategy Ambitions and improvement plan following Local Area SEND Ofsted Inspection to improve provision and promote mainstream inclusion.
- To provide supervision to other specialist roles and receive regular clinical professional supervision from a senior clinician and other professional colleagues, where appropriate.

5. Financial & Resource Management

- To ensure the support offered within this role is efficient and effective and provides value for money.
- To support the management to effectively deploy and review the impact of limited funding resources.

6. Service Improvement

- To observe, evaluate and identify appropriate behavioural strategies and interventions for the team to use with individual children and young people with SEND in nurseries and mainstream settings and beyond, 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 while supporting CYP with SEND and their schools 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 the team to embed and review a Quality Assurance Framework to ensure effective services delivery.

7. Contacts

- Primary contact will be with other officers within the Council, and service users / residents and their representative bodies.
- Educational settings across nursery, primary, secondary and post 16.
- Primary and secondary health managers and staff, other public sector agencies, e.g. early years settings, colleges, voluntary organisations and community groups, independent sector providers.

8. Additional Responsibilities

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.
- You may be required to undertake periods of on call which are related to your role.

9. Key Performance Indicators

KPIs will be developed through the PADA process encompassing current council and service area priorities. However, they are likely to include/relate to:

- Support offered to mainstream educational settings through specialist advice related to CYP with EHCPs who present with behaviour of concern.
- Progress on outcomes for children and young people with SEND.
- Minimising placement breakdowns in mainstream schools and exclusions/ suspensions of children with SEND.
- Improve confidence of mainstream staff to manage a wide range of SEND needs appropriately
- Parent/Carer/Young Person service satisfaction measures.
- Demand for more specialist services and escalations.

- The EHCP Plus team provides specialist support to settings ensuring provision of a quality service, which achieves positive outcomes for CYP with SEND.

Person Specification

1. QUALIFICATIONS	ESSENTIAL v	DESIRABLE v
Qualified Teacher Status (QTS)		v
Post-graduate qualification	v	
Masters level training in clinical or counselling psychology	v	
Registration with the Health and Care Professions Council (HCPC)	v	
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL v	DESIRABLE v
Ability to work flexibly to meet the needs of the service which may include some work outside of normal office hours	v	
Ability to travel to schools, settings and other locations throughout Hillingdon to undertake assessments, offer advice and guidance as needed.	v	
3. EXPERIENCE	ESSENTIAL v	DESIRABLE v
Experience of specialist psychological assessment and treatment of clients across the full range of care settings, including outpatient, community, primary care and in patient settings.	v	
Experience of work with CYP with SEND or people with significant learning disabilities and/or Autism in community and/or in-patient settings.	v	
Evidence of continuing professional development	v	
Experience of working with children and young people whose behaviour challenges	v	
Experience of leading whole school self-evaluation and focused development		v

programmes (or experience in relevant setting)		
Evidence of success in developing and sustaining effective working relationships and communications with a range of internal and external agencies and stakeholders, including staff, customer/community groups, partner bodies and other agencies	v	
Evidence of success in developing inclusive practice and the ability of educational settings to include CYP with SEND		v
Experience in the use of management information systems		v
4. KNOWLEDGE & SKILLS	ESSENTIAL v	DESIRABLE v
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		v
Skills in the use of complex methods of psychological assessment, intervention and management frequently requiring sustained and intense concentration.	v	
Skills in providing consultation to other professional and nonprofessional groups	v	
Knowledge of relevant 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		v
Ability to challenge, motivate and inspire teachers, teaching assistants and other staff and professionals across Children's and Adult Services.	v	
Knowledge of safeguarding procedures relevant to vulnerable children	v	
An understanding of the Ofsted Inspection framework		v

An understanding of the Engagement model		v
Excellent oral and written communication skills understanding of the barriers to access learning that children and young people with SEND face and how these barriers may be overcome	v	
Excellent understanding of the barriers to access learning that children and young people with SEND face when they present with behaviour or concern and how these barriers may be overcome	v	

Our values
<p>Respect We appreciate what makes us different and include everyone. We recognise that we all have unique talents, skills and experiences. We provide a professional service to our residents and colleagues and lead by example. We celebrate diversity and ensure our working practices are inclusive.</p>
<p>Collaborative We believe in the power of working together. We work collaboratively as one council. We promote creativity and innovation to improve outcomes for all. We recognise the strength of sharing knowledge and experience.</p>
<p>Efficient We deliver the best possible outcome by carefully managing our resources. We are empowered to deliver the most efficient outcome. We harness new technology and tools to deliver our services efficiently. We look after our finances and maximise value for money for residents.</p>
<p>Integrity There is no gap between what we say and do. We choose what is right over what is easy. We trust and support each other to get the job done. We are responsible and accountable for our actions, both good and bad.</p>
<p>Open and honest We are transparent in the actions and decisions we take. We provide a safe space to have truthful discussions in a positive way. We encourage constructive feedback without fear of judgement.</p>

