



# HILLINGDON

LONDON

## Job Profile

### Educational Psychologist

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<b>JOB TITLE:</b>	Educational Psychologist
<b>GRADE:</b>	Soulbury Points 5–10 (+ up to 3 SPA points)
<b>POST NO:</b>	To be assigned
<b>JOB TIER:</b>	Not specified
<b>DBS CHECK:</b>	Enhanced
<b>DIRECTORATE:</b>	Children's Services
<b>SERVICE:</b>	SEND and Inclusion

### REPORTING STRUCTURE

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

### ROLE PURPOSE

The Educational Psychologist will provide high-quality psychological services for children and young people aged 0–25 in line with the Children and Families Act, the SEND Code of Practice, and the requirements of the Local Authority's statutory assessment duties. The role contributes to the Local Authority's SEND and Alternative Provision (AP) Strategy, supporting inclusive practice, early intervention, and improved outcomes across education, health, care, and community settings.

The postholder will deliver a range of psychological assessments, interventions, and consultations; support statutory Education, Health and Care Needs Assessments (EHCNAs); and provide traded and commissioned services to schools, settings, and partner agencies. They will promote evidence-informed practice, contribute to system-level improvement, and ensure the Local Authority meets its obligations to children, young people, and families.

## A. Job Description

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### 1. People, Leadership & Development

- Contribute to the induction, learning, and ongoing development of colleagues, including Trainee and Assistant Psychologists.
- Provide supervision to Trainee EP(s) in line with HCPC and professional guidelines, where required.
- Model psychologically informed practice across the service and wider SEND system.

### 2. Resident, Family & Community Impact

- Uphold the Council's customer care standards and values, ensuring a child-centred, co-productive approach with families.
- Ensure that children, young people, and their carers are supported to lead safe, independent, and fulfilling lives.
- Promote inclusive, strengths-based, and culturally responsive practice across schools and community settings.

### 3. Operational Service Delivery

#### Statutory Duties & Compliance

- Undertake psychological advice and assessments for EHCNA within statutory timescales and in compliance with the Children and Families Act and SEND Code of Practice.

- Ensure high-quality written advice that clearly identifies needs, outcomes, and provision.

### **Core EP Practice**

- Use a wide range of psychological methods—including consultation, assessment, intervention, and system-level work—to improve outcomes for CYP with SEND.
- Work collaboratively with education, health, social care, and community partners to support early identification and intervention.
- Provide setting-based work across early years, schools, colleges, and alternative provision.

### **Traded / Commissioned Work**

- Deliver high-quality traded services to schools, settings, and partner organisations, contributing to the sustainability and development of the traded offer.
- Work responsively with schools to co-design packages of support that meet their needs.

### **Systems & Strategic Contribution**

- Contribute to the Local Authority's SEND and AP Strategy, including multi-agency panels, inclusion workstreams, early help pathways, and preparation for adulthood initiatives.
- Support the implementation of reforms set out in national SEND policy and the evolving SEND/AP Improvement Plan.
- Use evidence-informed psychology to shape policy, practice, and service development across the education and care system.

### **Evaluation, Quality Assurance & Improvement**

- Contribute to monitoring, quality assurance, and service evaluation activity to ensure high standards and continuous improvement.
- Support data-informed decision-making and contribute to service reporting, audits, and performance measures.

## **Training & Capacity Building**

- Design and deliver training to education settings, parents/carers, and multi-agency professionals on SEND, inclusion, wellbeing, and evidence-based practice.
- Build capacity in schools and services to embed psychological principles and inclusive approaches.

## **4. Financial & Resource Management**

- Demonstrate cost-awareness and deliver work in a way that makes responsible use of time, resources, and public funds.
- Work efficiently and proportionately, ensuring psychological input represents value for money and maximises impact across individuals, settings, and systems.
- Contribute to the sustainability of the traded services portfolio by delivering high-quality commissioned work and supporting relationships with schools/settings.
- Support resource planning through timely completion of work, accurate recording of activity, and identification of opportunities to improve efficiency.

## **5. Continuous Improvement**

- Identify and suggest improvements to service processes, systems, and delivery models to increase efficiency, impact, and responsiveness to need.
- Participate in quality assurance activities including peer moderation, case audits, CPD sessions, and evaluation of interventions or training.
- Draw on psychological research, national SEND developments, and local intelligence to contribute to service evolution.
- Promote innovation by trialling new practice approaches, digital tools, and evidence-informed methods that support inclusion and effective SEND delivery.
- Contribute to a culture of learning, reflective practice, and psychological thinking across the wider workforce.

## **6. Contacts**

- Maintain collaborative working relationships with colleagues across the Local Authority, including SEND Services, Social Care, Education Improvement, Early Help, Virtual School, Sufficiency & Commissioning, and Public Health.
- Work closely with children, young people, parents/carers, and representative bodies ensuring co-production and person-centred ways of working.
- Develop effective partnerships with early years settings, schools, colleges, alternative provision, and post-16 providers.
- Liaise with external partners including Health (e.g., Paediatrics, CAMHS, Therapies), voluntary and community sector organisations, and commissioned services.
- Participate in multi-agency meetings, planning forums, panels, and professional networks to support coordinated and holistic pathways for children and young people.

## **7. Additional Responsibilities**

- Undertake any additional duties relevant to the role and grade, in line with service priorities or at the direction of management.
- Contribute to emergency or critical incident responses, providing psychological support as needed.
- Support wider corporate initiatives and cross-service projects where psychological insight can add value.
- Participate in service promotional or outreach activity, including open days, school briefings, and LA engagement events.

## **8. Key Performance Indicators (KPIs)**

### **Statutory & Operational Delivery**

- Submission of psychological advice for statutory EHC needs assessments within mandated timeframes.
- Timely completion of traded and commissioned work packages.

### **Quality & Professional Standards**

- Adherence to HCPC, BPS, and Local Authority professional standards and ethical requirements.

- Evidence of high-quality written work, case formulation, and contribution to positive outcomes.
- Consistent participation in supervision, CPD, and reflective practice.

### **Customer & Stakeholder Feedback**

- Positive feedback from commissioners, including schools, settings, and other service partners.
- High levels of satisfaction from children, young people, parents/carers, and professionals.

### **Strategic & Service Contribution**

- Delivery of individual PADA objectives and contribution to wider service goals.
- Demonstrable impact on inclusion, early intervention, or system improvement through casework, training, consultation, or strategic activity.

## B. Person Specification

### 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.

<b>1. QUALIFICATIONS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
British Psychological Society Accredited postgraduate professional qualification as an Educational Psychologist	✓	
<b>2. STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Eligible for full membership of the Association for Educational Psychologists, British Psychological Society and the HCPC	✓	
Ability to travel independently both within and outside of the Borough and to work flexibly as required to meet the needs of the service	✓	
<b>3. EXPERIENCE</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Experience of working at setting systems level, group level and individual level with children and young people up to the age of 25.	✓	
<b>4. KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Demonstrable ability to assess individual children and young people between 0-25 years	✓	
Ability to use a variety of tools and methodologies to deliver positive outcomes	✓	
Ability to write reports giving the implications of findings and to consider the processes of the children and young people's learning	✓	
Knowledge of the most current legislation	✓	
A knowledge and understanding of children and young peoples needs, how they learn and how to progress	✓	
Ability to prepare and deliver bespoke training	✓	
Competent user of ICT including word, excel and case management systems	✓	
<b>5. COMPETENCIES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>“Can do” positive attitude</b> Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking.	✓	

<b>Takes responsibility and delivers results</b> Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.	✓	
<b>Team working</b> 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.	✓	
<b>Communication</b> Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences.	✓	
<b>Customer Care</b> Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.	✓	
<b>Takes ownership of personal development</b> Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.	✓	