

JOB DESCRIPTION (Reviewed May 2019)

DIRECTORATE:
Children, Education and Communities (CEC)

DEPARTMENT:
SEN Services

JOB TITLE:
Educational Psychologist

POST NUMBER:
CSES000080

REPORTS TO (Job Title):
Senior Educational Psychologist

Current Grade
A (2 – 7) plus SPA points

1. MAIN PURPOSE OF JOB:
To contribute to the delivery of a high quality Educational Psychology Service for children and young people, families, schools and other organisations concerned with children and young people’s development and wellbeing.

2. CORE RESPONSIBILITIES, TASKS & DUTIES:

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| a) | To promote the application of psychological knowledge with the aim of ensuring better outcomes for children and young people in terms of their social and emotional wellbeing, learning potential and communication skills. |
| b) | To deliver an educational psychology service to children and young people, families and education settings, within a solution oriented consultation framework.
To embrace the opportunities and challenges of working with post-16 providers as well as Early Years settings and schools. |
| c) | To provide a variety of training activities for staff, governors, professionals, parents and carers through a Traded Services model. |
| d) | To provide psychological assessment and advice as a contributor to the Education, Health and Care (EHC) needs assessment processes required by the Children and Families Act (2014) and related Code of Practice (2015). |
| e) | To support the development and review of My Support Plans (MSPs) and Education Health and Care Plans (EHCPs) through a key-working approach to working with families.
To undertake monitoring and review of the progress of individual children and young people with special educational needs in the age range 0-25 years through statutory and non-statutory processes. |

	f)	To ensure the maintenance of accurate and up to date casework records – paper and electronic - in relation to identified children and young people and to provide data as required in order to monitor and evaluate service delivery.
	g)	To participate in and be aware of psychological and educational research in order to assist innovation and development of Children’s Services and to contribute to the Local Authority’s strategic planning with regard to provision and effective use of resources.
	h)	To contribute to the traded element of the service to support capacity building and promote personal/professional development within and external to the service, in order to develop a wider understanding of the needs of children and young people.
	i)	In consultation with the Senior Educational Psychologist (SEP) and Principal Educational Psychologist (PEP), and in the context of service priorities, to develop an area of special interest and expertise within the field of Educational Psychology, in order to lead, and contribute towards, effective service delivery.
	j)	To participate in the annual Local Authority Performance Development Review (PDR) scheme in order to ensure planned personal in-service training and professional development. To undertake regular formal supervision with the PEP/SEP as well as with peers.
	k)	To undertake supervision/mentoring of Trainee Educational Psychologists (TEPs) in their fieldwork practice as required and to contribute to initial training courses if requested.
	l)	To work as part of a multi-agency team with the aim of improving outcomes for vulnerable children, young people and families.
	m)	To contribute to the planning and development of the Educational Psychology Service and more generally to Children’s Services within the Local Authority.
	n)	To actively promote safeguarding and equal opportunities, and to ensure that all responsibilities are carried out with regard to professional codes of conduct and performance management.
	o)	To undertake such other duties relevant to the work an Educational Psychologist as may be required by the Principal Educational Psychologist.
3.	SUPERVISION / MANAGEMENT OF PEOPLE Direct: Trainee EPs as required and appropriate (for EPs with at least 2 years experience) Indirect: School SENCOs / Inclusion Leaders and ELSAs	

4.	<p>CREATIVITY & INNOVATION</p> <p>The post holder will adopt a solution-oriented approach in the analysis and resolution of complex issues and take a proactive approach to the application of psychology.</p>
5.	<p>CONTACTS & RELATIONSHIPS</p> <p>The post holder will work very closely with other members of SEND Services and will work collaboratively with colleagues in Health/CAMHS, Youth Services and Social Care. They will also build rapport quickly and form good working relationships with colleagues in settings, parents/carers, children and young people.</p>
6.	<p>DECISIONS – discretion & consequences</p> <p>The post holder will have considerable professional autonomy to deliver psychological services across a cluster of schools/settings, within a specified framework and subject to regular supervision by the SEP or PEP.</p>
7.	<p>RESOURCES – financial & equipment</p> <p>The post holder will ensure requests for resources, CPD and electronic/IT equipment are within budget restrictions as agreed by the PEP/SEP.</p>
8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>The post holder will need to:</p> <ul style="list-style-type: none"> • be a team player within the EP Service and a highly effective contributor to a range of multi-agency teams, working towards common goals • recognise the responsibilities of their role as a Local Authority Officer • work in line with the HCPC ‘Standards of Conduct, Performance and Ethics’ (2016) as well as the British Psychological Society Code of Ethics • manage a range of activities simultaneously i.e. to carry a high caseload as well deliver training and offer consultation/drop-ins • manage their own time effectively, working under pressure to tight statutory deadlines and to take responsibility for their own professional development • demonstrate a positive and unprejudiced attitude towards all sections of the community with a positive approach to tackling institutional and personal prejudices • promote safeguarding, equality and diversity in all aspects of the Educational Psychology Service • work within a co-located and shared space, using smart-working approaches including hot-desking and maintaining an electronic diary • demonstrate safe and professional use of hard copy and electronic casework files with appropriate level of confidentiality for sensitive information • work outside normal office hours as required • hold a full and valid driving licence (exceptions will be made for disabled post-holders).

9.

ESSENTIAL KNOWLEDGE & SKILLS

The post holder will need:

- a first (initial) degree in Psychology recognised by the British Psychological Society (BPS)
- a Doctorate or Masters Degree in Educational Psychology recognised by the BPS
- registration with the Health and Care Professions Council (HCPC) as a Practitioner Psychologist
- experience of working with children and young people with additional and complex needs across the age range 0-25 years
- an excellent level of knowledge about child development and the current application of psychology to issues involving children and young people 0 – 25 years
- a proficient working knowledge of current legislation and guidance relating to children and young people. This will include a good understanding of the SEND reforms, introduction of EHC needs assessments and implementation of the Local Offer
- the ability to use a variety of assessment tools and research knowledge to identify and assess pupils with complex needs, offering advice on a range of evidence-based intervention strategies and good practice
- the ability to communicate effectively, orally and in writing, with a wide range of audiences, including parents and young people
- excellent presentation skills to offer stimulating, inspiring and interactive training to a range of audiences, as part of the City of York and Educational Psychology traded offer
- the ability to demonstrate excellent interpersonal and negotiating skills to help resolve and unpick complex/entrenched issues
- the ability to influence and empower others, including acting as an advocate for vulnerable learners
- the creativity and flexibility to embrace key-working approaches with families
- a reflective and mindful solution-focussed approach to practice
- a well-organised approach to work, including excellent time management, the ability to prioritise under pressure, and to work to tight statutory deadlines
- a creative 'can do' approach to new situations and changing practices
- the ability to operate successfully within a team environment and to actively contribute to the strong team ethic, leading and engaging in team discussions but accepting that compromise is necessary
- the enthusiasm and initiative to undertake and disseminate research, leading and contributing to service working parties, as specified in the EP Team Development Plan

Following the introduction of The Code of Practice for English Language Requirements for Public Sector Workers (2016), this post has been graded at C2 (Mastery) according to the Common European Framework of Reference for Languages (CEFR) levels of English fluency.

This post requires the post holder to undertake an Enhanced – Child and Adult Workforce (with barred list check) Criminal Record Check via the Disclosure and Barring Service (DBS).

10.

Position of Job in Organisation Structure

