

JOB DESCRIPTION *(Reviewed 2022)*

DIRECTORATE:

People Directorate

DEPARTMENT:

Education Skills and SEND
Educational Psychology Service (EPS)

JOB TITLE:

Senior Educational Psychologist

POST NUMBER:
REPORTS TO (Job Title):

Principal Educational Psychologist

Current Grade

Soulbury B (2-5) Plus SPA points

Job Description reviewed by
Manager:

Name and Job Title
Tina Hardman, Principal
Educational Psychologist

Date
March 2022

1. MAIN PURPOSE OF JOB

To provide leadership and management to the Educational Psychology Service, making a leading contribution to the planning, development, delivery and evaluation of high quality educational psychology services for children/young people and families in our schools/settings and the wider community.

To work collaboratively with colleagues to ensure the coordinated planning and delivery of efficient and effective EP services, focussed on improving outcomes for children / young people. This includes leading and promoting areas of practice and service development aligned to CYC SEND priorities.

To take a lead on coordinating and delivering our traded training offer which generates income in order to provide our Trainee EP bursary.

To provide an excellent role model for casework - the post typically includes 0.3 fte school-based work including service delivery to one of our specialist provisions.

2. CORE RESPONSIBILITIES, TASKS & DUTIES:

- i. To be responsible for the day to day management of the Educational Psychology (EP) Service including organisation of EP team meetings.
To take joint responsibility, alongside the Principal EP, for the monitoring of professional standards through safer recruitment and selection processes, induction, regular supervision of maingrade EPs and annual performance development reviews (PDRs).

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| | ii. | <p>To ensure that all professional responsibilities are carried out with full regard to the Health and Care Professions Council (HCPC) Standards, British Psychological Society (BPS) Professional Code of Conduct and City of York Council (CYC) Local Authority policies.</p> <p>To ensure all EPs adhere to relevant guidance promoted by the Association of Educational Psychologists (AEP), including the Guidance for Educational Psychologists Providing Advice for EHC Needs Assessments (JPLG 2020)</p> <p>To actively promote equal opportunities and multi-agency safeguarding policies, in accordance with Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2021)</p> |
| | iii. | To take a lead role in the development and production of the Educational Psychology Service Team Development Plan and to evaluate and report on the effectiveness of service delivery standards. |
| | iv. | To promote continued professional development (CPD) for all members of the EP team in support of identified objectives within the Team Development Plan and individual PDR documentation. This includes organising Service Development Days. |
| | v. | <p>To provide high quality psychological assessment and statutory advice for children /young people aged 0-25 years to the Local Authority, in accordance with the Children and Families Act (2014), the SEND Code of Practice (2015) and related SEND legislation.</p> <p>The Senior role carries a reduced allocation of casework – typically 0.3 fte. This includes being named Educational Psychologist for a specialist provision in the city.</p> |
| | vi. | <p>To promote the application of psychological knowledge to demonstrate improved outcomes for children/young people known to the EP Service.</p> <p>To be responsible for quality assurance of service delivery ensuring that robust systems are in place for the collection, analysis, evaluation and regular reporting of data for key performance indicators for service / stakeholders and strategic boards</p> <p>The post-holder will be responsible for coordinating our biennial survey to schools/settings, as well as promoting co-production with young people and parents/carers on service delivery.</p> |
| | vii. | To promote the voice and participation of children and young people; to champion Children's Rights in order to promote and safeguard the welfare of children and young people. |
| | viii. | <p>To co-ordinate and contribute towards the EPS Traded Services offer of training activities for school staff, parents/carers and relevant professionals, in order to promote school improvement and a wider understanding of children and young people's needs and appropriate strategies/provision. This includes an annual 6-day ELSA course (Emotional Literacy Support Assistants) and central LA training such as EBSA (Emotionally Based School Avoidance), as well as supporting EPs, when needed, to deliver bespoke training to schools/settings or the local SENCO Forum.</p> <p>To liaise with Finance regarding the collection of income generated through the EPS Traded offer.</p> |
| | ix. | To be responsible for financial decisions up to a specified amount as well as completion of administration around ordering resources for the service. |

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| | x. | To participate in and be aware of high quality psychological and educational research and development in order to assist innovation and evaluation of provision, and to contribute to the Local Authority's planning function with regard to provision and effective use of resources. To be actively involved in relevant working parties promoting research and development. |
| | xi. | To contribute to the development of policy and good practice relating to Inclusion and SEND, as a member of the EP Senior Leadership Team (EP SLT) and Extended Directorate Management Team (DMT). To provide advice to other LA officers on matters relating to the educational needs and psychological development of children and young people. |
| | xii. | To deputise for the Principal EP in the wider SEND Management Team (SMT) as required; this includes representing the EP Service at the weekly EHC Panel. The post holder will undertake preparation for and represent the EP Service at regular Admissions Panels of all specialist provisions. |
| | xiii. | To organise allocation of work and service responsibilities to ensure equitable distribution across the team in line with Local Authority priorities. This includes the fair and transparent allocation of statutory 'out of area' and home educated cases, as well as allocation of 'associate' and additional pieces of work if required. |
| | xiv. | To coordinate the EPS critical incident response, co-delivering timely support with the EP for the setting |
| | xv. | To ensure the maintenance of accurate and up to date confidential electronic casework records in relation to identified children and young people, and to provide data as required in order to monitor service delivery. This ensures casework files are GDPR compliant with evidence of informed consent. |
| | xvi. | To undertake regular formal line-management supervision with the Principal EP, as well as peer supervision with relevant colleagues. The post holder will participate in the annual Performance Development Review scheme in order to ensure his/her personal professional development is up to date. |
| | xvii. | To co-ordinate and/or undertake the supervision of Trainee Educational Psychologists in their fieldwork practice, and contribute to local initial training courses as appropriate. The post-holder will share responsibility for attending interviews of candidates for the regional Doctorate courses with the Principal EP. |
| | xviii. | To undertake such other duties relevant to the work of a Senior Educational Psychologist as may be required by the Principal Educational Psychologist and where necessary to act in a deputising capacity; this will include Fridays (to cover the non-working day of the current Principal) |
| 3. | SUPERVISION / MANAGEMENT OF PEOPLE No. reporting - Direct: up to 6 Educational Psychologists plus at least 1 Trainee Educational Psychologist | |

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| 4. | CREATIVITY & INNOVATION The post holder will be expected to adopt a solution oriented approach in the analysis and resolution of complex issues and to take a proactive approach to applying psychology within a multi agency framework. |
| 5. | CONTACTS & RELATIONSHIPS The post holder will work very closely with other members of the wider SEND Team and will also work collaboratively with colleagues in Social Care, Health, the Virtual School, School Wellbeing Service, CAMHS and School Improvement. |
| 6. | DECISIONS – discretion & consequences The post holder will be responsible for all decisions relating to day-to-day management of the Educational Psychology Service and designated aspects of service finance. |
| 7. | RESOURCES – financial & equipment Authorisation to approve budget decisions when the Principal EP is on leave. |
| 8. | WORK ENVIRONMENT – work demands, physical demands, working conditions & work context The post holder will need to be able to: <ul style="list-style-type: none"> • Demonstrate excellent problem-solving and negotiating skills to help resolve and unpick unexpected/ tricky issues on a day to day basis - we operate an open door policy to informal supervision. • Support and contain the emotional demands of colleagues working with some extremely vulnerable children, young people and adults. • Adapt practice to a flexible ‘hybrid’ model of working - in schools/settings, in the office base and at home • Use virtual platforms effectively to run meetings, training sessions and supervisions, as required • Within the office base, work within a co-located and shared space, using smart-working approaches including hot-desking and teleconferencing facilities • Maintain an up to date and accurate shared electronic calendar, which models efficient and effective time management. • Demonstrate a positive and unprejudiced attitude towards all sections of the community and a positive approach to tackling institutional and personal discrimination • Promote safeguarding, equality and diversity in all aspects of the Educational Psychology Service • Be a team player within the EP Service and a highly effective contributor to a range of multi-agency teams working towards common goals; demonstrate effective leadership skills in time limited high impact task and finish groups • Take responsibility for their own professional development, as well as upskilling team members • Work under pressure, remaining motivated and focused, to meet tight deadlines • Work outside normal office hours, as required. |

9. **ESSENTIAL KNOWLEDGE SKILLS AND EXPERIENCE**

The post holder will need:

- A first degree in Psychology recognised by the BPS.
- A Masters Degree or Doctoral qualification in Educational Psychology recognised by the BPS.
- To be a member of the Health and Care Professionals Council (HCPC)
- Evidence of sustained quality practice as an educational psychologist in a variety of settings. A minimum of three years experience of work as a fully-qualified EP is required prior to taking on this Senior EP post
- A proven track record of successfully leading service developments and managing change effectively
- Experience of working collaboratively with multiple agencies.
- A good working knowledge of current legislation and related issues with regard to children and young people with special educational needs and disabilities. This will include a good understanding of the SEND Code of Practice, including duties within EHC Needs Assessments, and SEN Support as part of the Local Offer.
- A high level of knowledge about the application of psychology at both systems and casework level, working positively and creatively with settings/ schools to improve outcomes
- To act as a positive role model, demonstrating ethical and responsible decision making
- To evidence of an understanding of how Child Protection / Safeguarding legislation relates to the role, responsibilities and practice of the psychologist.
- To gather evidence, synthesise complex information, reach logical conclusions and make sound judgements and robust decisions
- communicate these clearly both orally and in writing
- To be able to communicate effectively, orally and in writing with a wide range of audiences
- To be a confident and competent presenter and to be able to support team members with co-delivery of presentations and training, as required to deliver our traded services offer
- To have a well-organised approach to work including the ability to prioritise under pressure and adapt to new situations, as well as working to tight deadlines.
- To understand the multi-faceted, and at times differing, needs of our families, settings, the Local Authority and stakeholders.
- To possess good interpersonal skills in order to influence, motivate and empower others.
- To create and nurture productive working relationships with service members and with key partners within a context of respect, working towards shared goals and improved outcomes
- To demonstrate a reflective and creative approach to practice, demonstrating experience of supervising and mentoring others, such as Trainee Psychologists and/or Assistant Psychologists
- To be able to operate within a diverse team environment and to develop and enhance a team ethic where all contributions are valued.

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.

DESIRABLE KNOWLEDGE SKILLS AND EXPERIENCE

- Experience of complex casework required for tribunals, exclusion panels and social care legal proceedings
- Experience of taking a lead role in supporting schools with critical incidents
- Demonstrate previous experience of developing team plans, service guidance documents and audits based on service priorities and accurate data analysis
- Demonstrate experience of effective budget monitoring

10. Position of Job in Organisation Structure

