



PERSON SPECIFICATION

Post Title:	Senior Educational Psychologist
Grade	Soulbury Scale B 6-9 + SPAs
Service Area:	Education

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
Education and Qualifications (as in the Soulbury Report, para. 4.1)	<p>A fully qualified educational psychologist has:</p> <ul style="list-style-type: none"> • An Honours Degree in Psychology or equivalent qualification giving Graduate Basis for Registration with the British Psychological Society • Significant experience of working with children & young people • Successfully followed a course of specific post graduate professional training as an educational psychologist recognised for registration with the Health & Care Professions Council 	<ul style="list-style-type: none"> • Registered as a Chartered Educational Psychologist.
Time Capacity	<ul style="list-style-type: none"> • 37 hours – Full Time (part-time minimum of 0.8 fte). 	
Experience and Knowledge	<ul style="list-style-type: none"> • Significant experience as an Educational Psychologist. • Experience of managing professionals or projects. • An in-depth knowledge of the statutory framework which guides the work of educational psychologists. • Experience of working with professionals from other agencies. 	<ul style="list-style-type: none"> • Previous experience in managing a team of educational psychologists. • A specialist area of knowledge within educational psychology.
Ability and Skills	<ul style="list-style-type: none"> • Demonstrable evidence of a commitment to maximise educational achievement & inclusion. • Demonstrable ability to work with parents as partners & promote the centrality of the child's voice. • Ability to demonstrate initiative and innovation. • Demonstrable leadership skills. • Ability to communicate clearly and concisely. • Ability to prioritise and manage workloads. • Ability to provide a balance of support and challenge to others. • Ability to provide support following critical incidents / local tragic events • Ability to travel to different locations. 	<ul style="list-style-type: none"> • The use of appraisal to aid the professional development of others. • Successful organisation and delivery of further professional development to teachers and others responsible for children. • The ability to undertake research activities and apply the outcomes to guide good practice.
Equal Opportunities	<ul style="list-style-type: none"> • Wide knowledge of equalities and equal opportunities. 	

Mental Demands of the Role	<ul style="list-style-type: none"> • Ability to make and defend decisions in a non-threatening way • An appreciation of the local needs of schools and communities • Ability to delegate and effectively monitor • Ability to maintain high levels of professional and personal integrity • An appreciation of the rights and aspirations of others • Ability to work with integrity under pressure and manage/identify competing demands • Ability to maintain resilience
Accountability / Autonomy	<p>The Senior Educational Psychologist will be accountable to the Principal Educational Psychologist for the professional standards of educational psychologists within the area team, for the delivery of a psychological service to an area of the Authority and for delegated areas of service responsibility.</p> <p>Within this accountability the Senior Educational Psychologist will make their own professional decisions based on evidence, knowledge of relevant research and with reference to guidance set by Local Authority policies.</p>

JOB DESCRIPTION

Post Title	Senior Educational Psychologist
Salary Grade	Soulbury Scale B 6-9 + SPAs
Hours	37
Location	Based in Kettering
Reports To	Principal Educational Psychologist
Service Area	Education
Purpose Of Post	<ul style="list-style-type: none"> • To contribute leadership and psychological consultation to the local authority – especially regarding its current priorities. • To manage and give professional support and supervision to the area team of educational psychologists; • To act as the representative of the Principal Educational Psychologist; • To establish locality team priorities; • To decide on the appropriate form of area response to requests for service involvement, including critical incidents; • To manage the delivery of Psychological Services to the locality area; • To contribute to the strategic management of the EPS as part of the management team of PEP & locality SEPs. <p>Alongside management and leadership role, the SEP will provide generic work for up to 40% of their time.</p>

PRINCIPAL RESPONSIBILITIES

1. To provide leadership and consultation to both the EPS and the LA Education department.
2. To manage, supervise and give professional support to the educational psychologists' input to the area's work with children, pupils, schools, parents and carers, and other agencies in accordance with the aims of the Service and policy guidelines.
3. To ensure the development and maintenance of high-quality professional input by educational psychologists to the work of the area teams.
4. To liaise with other agencies and services relevant to service delivery. When required, act as the representative of the Principal Educational Psychologist.
5. Ensure the availability of educational psychologists' time in the area is according to the Service's agreed allocation mechanism.
6. Establish priorities for the area, based on the guidelines for service delivery.
7. Ensure professional liaison with other agencies in the area.
8. To decide on the appropriate form of response to requests for service involvement.
9. Report to the Principal Educational Psychologist on matters relating to policy development and the quality of provision, including the statutory assessment process.
10. Support the Principal Educational Psychologist's responsibilities for research and development.
11. To ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and to comply with policies and procedures relating to health and safety within the Council.
12. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
13. To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

These principal responsibilities reflect the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

In addition to the accountabilities arising directly from the above role summary, the Senior Educational Psychologist will

- Manage the induction, appraisal scheme and supervision for educational psychologists in their Area Team, including trainee educational psychologists, psychology assistants and associate educational psychologists.
- Ensure that educational psychologists' professional development needs are identified
- Prioritise professional development activities for educational psychologists within the available resources in order to improve the quality of service-delivery
- Ensure that Performance Measures for the service are operated within the area and appropriate evaluation is undertaken
- To ensure the maintenance and development of networking with other agencies and services
- Contribute to the county profile of required educational psychologists' knowledge and skills
- Ensure equality of opportunity and inclusion in education for all children / young people
- Undertake any other duties appropriate to a post of this grade as may be required from time to time

SPECIFIC RESPONSIBILITIES

The Senior Educational Psychologist will ensure that they and the educational psychologists in their team undertake the following responsibilities to provide an effective response to needs of schools, families and children: -

A. General

- To promote all aspects of inclusion based on local guidelines
- Advise on child development and learning from 0-25 years within the context of overall development
- To undertake appropriate action when schools, parents or other agencies request consultation, assessment or intervention, where the identified difficulty is of a psychological nature and may not necessarily present as a learning difficulty
- Contribute to multi-professional teamwork on behalf of children, their carers and families
- To ensure a co-ordinated response to meeting the Special Educational and developmental needs of pre-school children and support to their carers
- To participate in and provide appraisal and supervision
- Ensure that personal professional development needs are identified and that agreed professional development activities are undertaken.

B. School Support (Mainstream and Special)

From our LA Core Work:

- Provide Psychological Advice to the Council for pupils for whom it has been decided to undertake a statutory assessment

From work commissioned by schools or others:

- Assist with the identification, assessment and planning of interventions for individual pupils where:
 - (a) the information indicates probably complex causes of the difficulties, or
 - (b) there is a continuing lack of progress in response to the arrangements being made by the school
- When appropriate, undertake consultation and/or assessment and intervention when it is considered that a pupil may require a statutory assessment
- Undertake appropriate assessment and interventions where psychological consequences of a special educational need, behaviour or learning difficulty are identified or predicted
- Support and advise on the policies required to further develop provision in schools
- Be available to undertake general consultative work and advice
- Work with schools to further educational and social inclusion
- Provide further professional development for staff
- In consultation with other central support services, agree with the school appropriate educational psychology input to schools causing concern and those in special measures

C For Pupils with Education, Health & Care Plans

When requested by LA colleagues as part of Core Work:

- Provide psychological advice for all pupils for whom a further assessment has been initiated
- Attend the annual reviews of in-county pupils when this is required for casework reasons or is commissioned by schools
- Attend a range of annual reviews of out-county pupils when acting as the named educational psychologist for the pupil or when commissioned by schools to do so.
- Contribute to Tribunal decision making and direct participation in Tribunals, when required.

D For Pre-School Children

- Undertake appropriate action on behalf of pre-school children from the responsibilities as listed above.