

Job Title: Principal Educational Psychologist

Service: SEND Services 0-25

Grade: Soulbury B Scale

Reports to: Head of Service

### Job Purpose:

1. To lead, manage and take responsibility for the EPS ensuring that services are of the highest quality and are continuously monitored and reviewed.
2. To ensure the continued development of a dynamic and responsive EPS as part of the wider Education service team.
3. To support raising achievement in Cambridgeshire by working with all partners to promote and embed the best inclusive practice as part of statutory services.
4. To ensure the LA fulfils its statutory duties and responsibilities for the timely identification, assessment and review of children and young people with SEND
5. Contribute to the high quality delivery of SEND and Inclusion services to provide best value for money in a child focused culture
6. To play an active role in Senior Management Teams
7. To manage the Educational Psychology Service Budget
8. Play a leading role in the delivery of the shared SEND strategy, Ofsted inspection preparation and action planning.
9. To provide professional leadership and management for the Educational Psychologists, including overall responsibility for the relevant budgets.
10. To meet the Local Authority's statutory obligation to provide advice towards Education, Health and Care plans and around special educational provision.
11. To support professional development, project work and capacity building across these settings as requested.
12. To actively support and follow the Cambridgeshire and Peterborough SEND strategy

13. To actively support and work collaboratively with fellow Senior Managers to enable the SEND Service to provide the highest possible support to its clients.
14. To undertake other duties and responsibilities as required.

#### Principal Accountabilities:

1. To lead and manage all matters contributing to effective planning, delivery and review of the EPS:
  - Production of service plans and strategies and performance monitoring systems in line with the Council strategies.
  - Lead responses to local and national developments and initiatives
  - Contribute to risk assessments and ongoing monitoring of practice and outcomes for children with SEND
  - Maintain and develop professional standards for EPS
  - Contribute to area-wide professional partnerships
2. To ensure the Educational Psychology Service is outcome focused and able to demonstrate effectively that it makes a positive difference to the lives of children, young people and their families.
3. Ensure professional advice is given to Education professionals in the management of inclusion and high quality inclusive teaching and learning.
4. Contribute to creative teaching and learning strategies and initiatives where required as part of a shared approach to education effectiveness.
5. Provide support to the virtual school for Looked After Children as required.
6. Provide advice and support to senior Council leaders and Elected Members when required.
7. To be a collaborative member of senior leadership teams as required and contribute to LA strategy across a range of services and functions.
8. Deputise for the Head of Service when required.
9. Chair relevant groups and panels when required.
10. Ensure support and timely responses to tribunals and other dispute resolution or complaints procedures.
11. To have responsibility for the service budgets.
12. To promote the voice and participation of children and young people in all aspects of the role and to engage fully with young people and their families.
13. To support and contribute to the professional development and delivery of training within the service and to service users.
14. To continue to regularly practise as an Educational Psychologist

15. To provide line management and professional supervision of Educational Psychologists.  
Ensure that the PDR process operates effectively within your team and end of year reviews are completed and submitted to the Council's timescales.

## Job Knowledge, Skills & Experience:

### Minimum levels of qualifications and/or equivalent experience required for this job

Criteria No.	Attribute	Essential (E) or Desirable (D)
<b>Qualifications &amp; Education</b>		
1	Degree in Psychology (or equivalent, as recognised by the British Psychological Society).	<b>E</b>
2	Professional Post Graduate qualification in Educational Psychology.	<b>E</b>
3	Eligibility for Chartered Status as an Educational Psychologist with the Health Care Professional Council.	<b>E</b>
4	Management qualification.	<b>D</b>
<b>Experience &amp; Knowledge</b>		
5	Evidence of successfully managing a team of Educational Psychologists or working as a Senior Educational Psychologist.	<b>E</b>
6	At least five years post qualification as a successful EP.	<b>E</b>
7	Excellent knowledge and understanding of education and support for children and young people; regulatory requirements and the factors which lead to improvement in achievement levels for children and young people with SEND; of best practice in educational psychology supports learning and well-being.	<b>E</b>
8	Excellent knowledge of the SEND Code of Practice and key education legislation and guidance.	<b>E</b>
9	Knowledge of application of current best EPS practice for children from a diverse range of backgrounds.	<b>E</b>
10	Engagement in current research projects relevant to the role.	<b>D</b>
11	Knowledge of leadership challenges and solutions in managing SEND in schools.	<b>D</b>
12	Experience of working at a management level with commensurate experience in budget management and service planning.	<b>D</b>
13	Excellent knowledge of current EPS practice and the role of the service in a Local Authority with a shared approach to improvement.	<b>E</b>
14	Experience of budget/finance management.	<b>D</b>
<b>Special Requirements</b>		
15	The ability to communicate at ease with customers and provide advice in accurate spoken English.	<b>E</b>
16	Capable of independent travel to carry out the requirements of the post.	<b>E</b>
17	Interest in working with children to promote their development and educational needs.	<b>E</b>
18	Ability to form and maintain appropriate relationships and personal boundaries with children.	<b>E</b>
19	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	<b>E</b>
20	Suitability to work with children.	<b>E</b>

Criteria No.	Skills	Describe	Essential / desirable
21	Communication	<ul style="list-style-type: none"> <li>Exchanges wide ranging complex and contentious information with a different sets of people, orally and in writing</li> <li>Delivers well-structured communication to different people and uses a range of influencing skills effectively</li> <li>Uses effective negotiation skills and deals with potential conflict</li> <li>Produces highly complex reports/documents to suit the needs of the audience</li> </ul>	Essential
22	Decision making	<ul style="list-style-type: none"> <li>Makes decisions on a wide range of issues which may involve several work areas and where a number of options may exist</li> <li>Deals with complex decision making involving a degree of uncertainty</li> </ul>	Essential
23	Problem solving	<ul style="list-style-type: none"> <li>Uses an analytical approach to solve very complex situations or problems</li> <li>Analyses and interprets very varied and highly complex information from several sources</li> <li>Uses lateral or creative problem solving where there is little precedence to draw on or a high level of uncertainty exists</li> <li>Develops long-term solutions and strategies</li> </ul>	Essential
24	Strategic Awareness	Sees the wider picture and works in a joined up way with others	Essential
25	Leadership	Gives direction to others and leads by example	Essential
26	Dignity and Respect	Promotes equality, and treats all people fairly and with dignity and respect	Essential