

Job Description

Management Grouping:	Children's Services
Team:	Early intervention and Specialist Advice Service - Educational Psychology
Post Title:	Educational Psychologist – Early Intervention and Specialist Advice Service
Reporting to:	Senior Educational Psychologist

Main purpose of the job:

To assist in the discharge of the Local Authority's statutory duties in respect of the identification and assessment of and provision for children and young people with special educational needs and social, emotional and mental health needs.

To provide psychological advice, consultancy and support to school staff and others as a key member of a multidisciplinary team to enable children and young people to achieve good outcomes at the SEN Support stage.

Principle Accountabilities

Implementation

To provide efficient and professional psychological services as directed by the Principal Educational Psychologist and to the standards set out by legislation, Council and Educational Psychology Service policies.

To provide information about and advice on the developmental and learning needs of children and young people referred to the service, and about effective provision to meet these needs.

To undertake or contribute to other projects/tasks that will enable the delivery of the authority's services to be made as effectively and efficiently as possible.

To monitor and report to the Principal Educational Psychologist on the allocation of time to areas of work and the effectiveness of service delivery in order to develop and to achieve appropriate service standards that meet the needs of schools, parents and carers, children and young people.

Staff Management and Development

To support senior staff within the service through the provision to colleagues of consultation, supervision and advice.

To support the effective management of and provision for pupils with social, emotional and mental health needs and special educational needs by contributing to training and development work within the Directorate, with school staff, parents, carers and others.

To work in partnership with other professionals as part of a multidisciplinary team, supporting their professional development through consultation and effective collaborative work.

Personal Effectiveness

To be fully conversant with the relevant legislative frameworks and guidance, the Council's policies and Business Process, and service guidelines and standards.

To develop and maintain the full range of professional knowledge, skills and experience to satisfy the requirements of the post.

All staff working in the department have a responsibility for promoting and supporting the Council's policies and procedures for safeguarding. You should ensure that you carry out your duties and work at all times in a way that ensures the safeguarding and welfare of service users.

Person Specification

Management Grouping: Children's Services
 Team: Early intervention Team/ Educational Psychology Service
 Post Title: Educational Psychologist

Selection Criteria	Essential Desirable E/D	Selection Method (*see key)
<p>(a) <u>Education and Formal Training</u></p> <p>Eligibility for registration as an Educational Psychologist with the Health Professions Council (Essential)</p> <p>Good honours degree in Psychology. (Essential)</p> <p>Postgraduate qualification at Masters or Doctoral level, which is acceptable to the Association of Educational Psychologists and British Psychological Society as constituting clinical training as an Educational Psychologist. (Essential)</p>	<p>E</p> <p>E</p> <p>E</p>	<p>A</p> <p>A</p> <p>A</p>
<p>(b) <u>Knowledge and Experience</u></p> <p>Experience of working with children and young people, including those with special educational needs and with other problems routinely presented to psychological services within the public sector of Education. (Essential)</p> <p>Experience of working successfully with other professionals to support the development of children and young people. (Essential)</p> <p>Knowledge and experience of the current range of approaches, tools and techniques available to Educational Psychologists. (Essential)</p>	<p>E</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>

Experience in contributing to projects and policy development. (Desirable)	D	A/I
Knowledge of current legislation affecting the work of Educational Psychology. (Essential)	E	I
(c) <u>Skills and Abilities</u>		
Self motivated to achieve high standards for self and others.	E	I
Ability to manage own time effectively, setting and adjusting priorities where necessary.	E	I
Ability to use supervision constructively to reflect on own practice and implement changes where necessary	E	I
Ability to work collaboratively with others.	E	I
High level of applied literacy and numeracy.	E	I
Ability to acquire competence in the use of IT for management and administration.	E	I
Orientation towards working to achieve organisational goals, customer service, quality and value for money.	E	I
Excellent inter-personal skills.	E	I
Good communication skills, written and oral, and the ability to present information effectively.	E	I
Ability to manage a large and varied personal workload and to maintain judgement when under pressure.	E	I
Data handling skills with the ability to analyse information and present clear, concise reports.	E	I
(d) <u>Personal Circumstances</u>		
Satisfactory enhanced DBS check. (Essential)	E	DBS
Ability to travel both around the Borough and outside the Borough taking the necessary equipment with you. (Essential)	E	A
A car owner/driver (Desirable)	D	A

***Selection Method Key:**

A = Application form

I = Interview

T = Test

Applicants will be assessed against these criteria and high performance indicators throughout the recruitment process.

High Performance Indicators

Values	Behaviours for staff	Behaviours for managers
Innovation	<p>I respond flexibly and adapt to changing demands</p> <p>I am prepared to take managed risks to achieve better outcomes</p> <p>I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo</p>	<p>I routinely look for innovative and cost-effective ways to improve performance and customer service</p> <p>I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future</p> <p>I take calculated risks based on available evidence and my professional judgement to learn and try new things</p>
Leadership	<p>I demonstrate a clear sense of purpose and direction, in line with organisational objectives</p> <p>I am willing to take difficult decisions</p> <p>My personal actions promote a positive image of Bexley</p>	<p>I take responsibility for my service and for making things happen to make a difference to my service users</p> <p>I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work</p> <p>I inspire, lead and encourage staff to move forward</p>
Collaboration	<p>I show respect for others and value contributions from internal and external partners and customers</p> <p>I recognise the right solution, regardless of who initiated it</p> <p>I seek out and work with partners who can help me achieve the</p>	<p>I encourage the feeling that the team is a collective unit with shared goals</p> <p>I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council</p> <p>I network internally and externally</p>

	outcomes and objectives I need to deliver	
Listening and Responding	<p>I acknowledge other people's viewpoints and work with them to find a win-win solution</p> <p>I prepare and present information anticipating questions and problems</p> <p>I adapt my style to the audience and their needs, using the most appropriate communication channels</p>	<p>I seek regular service user feedback and review customer data to shape service improvements</p> <p>I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them</p> <p>I empower staff to make decisions and changes to improve value for money, customer service and productivity</p>
Open and Accessible	<p>I see issues from the customer / user perspective</p> <p>I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs</p> <p>I seek to build and maintain positive relationships with customers and partners</p>	<p>I am accessible to my service users, customers, staff and Members</p> <p>I communicate and share a clear vision for the bigger picture as well as specific service areas</p> <p>I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations</p>
Impact	<p>I prioritise my activities and resources to focus on those which have the most impact for residents</p> <p>I take responsibility for making things happen and achieving my objectives</p> <p>I make decisions and clear recommendations based on my professional opinion, experience, and informed by a range of information and evidence</p>	<p>I design services that provide value for money and deliver our outcomes, informed by evidence</p> <p>I produce, prioritise and adapt plans to meet changing requirements</p> <p>I set interim goals to achieve notable wins on the way to larger objectives</p> <p>I deal with poor performance</p>