**Job Description**

www.bexley.gov.uk

**Management Group: Children’s Services**

**Department: Education, Achievement and Inclusion**

**Section:**   **Early Intervention and Specialist Advice Service**

**Job Title:**  **Assistant Educational Psychologist**

**Grade:**  **Assistant Educational Psychologist** **Soulbury Scale Point 2-5**

**Reports to:**  **Specialist Advice Team Manager and Senior Educational Psychologist**

Clinical supervision is provided by a Maingrade or Senior Educational Psychologist who has knowledge and experience in speech, language and communication needs (SLCN) and social, emotional and mental health needs (SEMH)

Operational supervision is provided by the Specialist Advice Team Manager

**Responsible for: N/A**

**Functional links with:**

Educational Psychologists, Speech and Language Therapists, SEMH Partners, other education staff, mainstream primary and secondary schools, parents/carers and external agencies,

**Main purpose of the job:**

The Assistant Educational Psychologist will deliver small group and individual evidence based SLCN and/or SEMH interventions in primary and secondary mainstream schools, including TalkBoost, Emotional Literacy Support Assistant (ELSA) interventions, and the Friends Resiliency programme. The role will include working with groups and individual students. The post holder will be responsible for identifying and implementing strategies that enable progress and promote the effective inclusion of students with SLCN or SEMH. The Assistant Educational Psychologist will provide support to school staff by modelling activities, sharing effective practice and delivering training. The Assistant Educational Psychologist will also work alongside Educational Psychologists and support them to gather information about children and young people referred to the Educational Psychology Team. The Assistant Educational Psychologist will deliver training to parents and schools alongside experienced staff.

**Major Duties and Responsibilities:**

To work independently; to manage effectively a varied and changing caseload, and make decisions about effective service delivery.

To work adaptably with individual children and groups within schools and across other settings if appropriate.

To undertake further training and use this specialist knowledge to inform staff and implement programmes to raise pupil achievement.

To participate in training of school staff and, where appropriate, parents and carers.

To give advice and model strategies to support inclusion of students with SLCN and SEMH needs.

To work collaboratively with a range of professionals and parents.

To develop effective relationships with voluntary agencies and private providers as appropriate.

To independently manage diary time effectively and attend team, service and planning meetings.

To maintain and monitor records of service delivery to evaluate outcomes and report to clinical and operational supervisors.

To research, prepare and adapt resources and materials to be used by children with a range of special educational needs.

To observe children who have a wide range of different special educational needs, interview their parents and carers, or school staff to gather a developmental history and share this information with an educational psychologist.

**Job Activities:**

To work with groups of pupils with communication or social emotional and mental health difficulties in schools, to build confidence, resilience and social skills as part of an intervention programme.

To deliver evidenced based language interventions and advise on language intervention strategies.

To track pupil progress during interventions and provide reports on specific interventions, including TalkBoost, ELSA and Friends Resilience to the Specialist Advice Team Manager.

To contribute to the effective liaison of all those working with the pupil e.g. School staff, Educational Psychologist, SEMH partners, Speech and Language Therapists, the Language Advisory Team and parents/carers.

To use specialist knowledge of language, social and emotional development to raise awareness of the needs of pupils with SLCN or SEMH and associated difficulties.

To contribute to effective data collection, analysis and evaluation.

To engage and contribute to project work in order to develop services. As part of a team, engage in regular continued professional development.

To assist in the development and implementation of training.

To undertake appropriate Continuing Professional Development and develop knowledge of current theories and working practices within Educational Psychology.

To undertake such activities as the Educational Psychologists, Specialist Language Advisory Team, Lead Speech and Language Support Assistant, or other designated staff, considers appropriate to facilitate the successful inclusion of pupils with speech and language difficulties or semh needs.

**Person Specification**

**Management Group: Education & Children’s Services**

**Department:**  **Education, Achievement and Inclusion**

**Section:**  **Early Intervention and Specialist Advice Service**

**Job Title:**  **Assistant Educational Psychologist**

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| **SELECTION CRITERIA** | **ESSENTIAL/**  **DESIRABLE (E/D)** | **METHOD OF ASSESSMENT**  **(see key )** |
| (a) **Education & Formal Training**  A degree in Psychology  A relevant qualification, such as NNEB, TA qualification, ELKLAN or ELSA | E  D | A  A |
| (b) **Relevant Technical Experience** & **Knowledge**  Recent proven experience of working in a mainstream school setting  Experience delivering Speech, Language and Communication and / or Social and Emotional interventions  A knowledge and understanding of the development of children from pre-school right up to secondary age  Awareness of the importance of language, social and emotional development and the impact of difficulties in these developmental areas on a child’s educational progress. | D  D  E  E | A/I  A/I  A/I  A/I |
| (c) **Relevant Skills & Abilities**  Good listening skills and sensitivity to children for whom communication may be difficult  Ability to maintain basic records, provide verbal and written reports, and maintain confidentiality  Ability to learn new skills and to follow advice and guidance  Adaptability, resourcefulness and self-motivation | E  E  E  E | A/I  A/I  A/I  A/I |

KEY:

I = Interview A = Application Form AT = Ability Test

PQ = Personality Questionnaire P = Presentation PE = Practical Exercise

DBS = Disclosure & Barring Service DL = Driving Licence

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

**High Performance Indicators**

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| **Post Title: Assistant Educational Psychologist**  **Job Family: Customer Facing**  **Grade: Soulbury 1 points 1 to 4** | | |
| **Values** | **Behaviours for staff** | **Behaviours for managers** |
| **Innovation** | I respond flexibly and adapt to changing demands  I am prepared to take managed risks to achieve better outcomes  I ask ‘What if…? to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo | I routinely look for innovative and cost-effective ways to improve performance and customer service  I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future  I take calculated risks based on available evidence and my professional judgement to learn and try new things |
| **Leadership** | I demonstrate a clear sense of purpose and direction, in line with organisational objectives  I am willing to take difficult decisions  My personal actions promote a positive image of Bexley | I take responsibility for my service and for making things happen to make a difference to my service users  I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work  I inspire, lead and encourage staff to move forward |
| **Collaboration** | I show respect for others and value contributions from internal and external partners and customers  I recognise the right solution, regardless of who initiated it  I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver | I encourage the feeling that the team is a collective unit with shared goals  I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council  I network internally and externally |
| **Listening and Responding** | I acknowledge other people’s viewpoints and work with them to find a win-win solution  I prepare and present information anticipating questions and problems  I adapt my style to the audience and their needs, using the most appropriate communication channels | I seek regular service user feedback and review customer data to shape service improvements  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  I *e*mpower staff to make decisions and changes to improve value for money, customer service and productivity |
| **Open and Accessible** | I see issues from the customer / user perspective  I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs  I seek to build and maintain positive relationships with customers and partners | I am accessible to my service users, customers, staff and Members  I communicate and share a clear vision for the bigger picture as well as specific service areas  I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations |
| **Impact** | I prioritise my activities and resources to focus on those which have the most impact for residents  I take responsibility for making things happen and achieving my objectives  I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence | I design services that provide value for money and deliver our outcomes, informed by evidence  I produce, prioritise and adapt plans to meet changing requirements  I set interim goals to achieve notable wins on the way to larger objectives  I deal with poor performance |

These HPI values should not be changed.

\* Guidance on the appropriate Job Family to be assigned to this post can be found at the following link. <http://bexweb/hrweb/Managers%20Guide/Managing/Job%20Family/Job%20Family.htm>

Please contact your HR Adviser if you require any advice on the relevant job family for the role.