

Job Description

Management Grouping:	Children's Services
Team:	Early intervention and Specialist Advice Service - Educational Psychology
Post Title:	Senior Educational Psychologist
Reporting to:	Principal Educational Psychologist
Responsible for:	Educational Psychologists (Soulbury Main Scale A), Trainee Educational Psychologists and / or Assistant Educational Psychologists, as required.

Main purpose of the job:

To assist the Principal Educational Psychologist in the following ways:

To assist in the development and delivery of the Educational Psychology Service by leading on specific Service wide development activities, including allocating casework to EPs and allocating schools to EPs.

Taking a lead role in an area of specialism, that will change over time, according to the needs of the Service.

To supervise educational psychologists, trainee educational psychologists and assistant educational psychologists, as required.

To assist Bexley schools in raising standards and pupil achievement by ensuring access to high quality consultation, assessment and advice on the needs of children and young people (aged 0-25), particularly those referred with additional needs.

To support the development of other members of the Early Intervention and Advisory Teams, by providing access to consultation regarding cases, in-service training and supervision where appropriate.

Principle Accountabilities

Implementation

To provide efficient and professional psychological services as directed by the Principal Educational Psychologist to the standards set out by legislation and professional bodies.

The above will include a specific role providing psychological input and supporting decision making as the Educational Psychologist representative on the SEN Statutory Assessment Panel (sharing this with Principal EP / Senior EP colleagues on a rota basis).

To ensure that Educational Psychologists, including those in training, are supported to provide services as described above.

To undertake projects within agreed Service areas and take the lead in designated specialised areas 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.

To offer high level clinical skills within the team.

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

Staff Management and Development

To lead developments in the area of specialism, linking with other service members, other professionals across the Local Authority and NHS Trust, schools and parents/carers, as necessary. To report to the Principal Educational Psychologist regarding such developments, working jointly where appropriate.

To support Senior staff in the professional development of the team by contributing to the induction and supervision of EPs, Trainee Educational Psychologists, and other team members, as appropriate, in line with the expectations set by the Senior Educational Psychologist with the lead in this area.

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

To actively contribute to team CPD, including specific work with Educational Psychologists and work with other team members, in line with the expectations set by the Senior Educational Psychologist with the lead in this area.

To routinely advise colleagues on the consultation process, appropriate assessment and intervention techniques, ethical considerations, professional standards and report writing skills

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 so that appropriate advice and support may be given.

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

Other

To provide psychological services to a group of schools and to collaborate with colleagues on complex cases where requested.

To provide a service to young children referred through the pre-school system, in line with service requirements.

Any other duties specified commensurate with the level 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

Department/Section: Early Intervention and Specialist Advice Service – Educational Psychology Team

Job title: Senior Educational Psychologist

Selection Criteria	Essential/ Desirable (E/D)	Method of Assessment (see key)*
(a) <u>Education and Formal Training</u> Eligibility for registration as an Educational Psychologist with the Health Professions Council Good honours degree in Psychology. 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.	E E E	A A A
(b) <u>Relevant Technical Experience and Knowledge</u> Substantial experience as an Educational Psychologist. 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. Experience of working successfully with other professionals to support the development of children and young people. Experience of actively contributing to the induction, supervision, development and training of staff. Experience of advising colleagues (Educational Psychologists or other disciplines) on the consultation process, assessment and intervention techniques, ethical considerations, professional standards and report writing. Knowledge and experience of the current range of approaches, tools and techniques available to Educational Psychologists. Experience in target setting and performance monitoring. Experience in contributing to systemic projects and/or policy development in a specialist area. Knowledge of current legislation affecting the work of Educational Psychology.	E E E E E E D E E	A A/I A/I A/I A/I I I I/P I

(c) <u>Skills and Abilities</u> Self-motivated to achieve high standards for self and others. Ability to demonstrate excellent clinical skills. Ability to manage own time effectively, setting and adjusting priorities where necessary. Ability to use supervision constructively to reflect on own practice and implement changes where necessary Ability to work collaboratively with others. High level of applied literacy and numeracy. Ability to acquire competence in the use of IT for management and administration. Orientation towards working to achieve organisational goals, customer service, quality and value for money. Excellent inter-personal skills. Good communication skills, written and oral, and the ability to present information effectively. Ability to manage a large and varied personal workload and to maintain judgement when under pressure and support colleagues in this area. Data handling skills with the ability to analyse information and present clear, concise reports.	E E E E E E E E E E E E	I I I I I I I I I I I
d) <u>Personal Circumstances</u> Satisfactory enhanced DBS check. Ability to travel both around the Borough and outside the Borough.	E E	DBS A

***Selection Method key:**

I = Interview

A = Application Form

P = Presentation/Practical Task

High Performance Indicators:

Post Title: Senior Educational Psychologist	Job Family: Professional 1	Grade: Soulbury Scale B (Pts 2-5 + 3SPA pts)
Job family definition: Posts in this job family will require an experienced/ seasoned professional. The main focus of these jobs will be on the provision of expert professional intervention and advice across a broad range of subjects within the professional discipline. Management responsibilities may also be held.		
Values	Behaviours for managers	
Innovation	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 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	
Partnership	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 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 empower staff to make decisions and changes to improve value for money, customer service and productivity	
Open and Accessible	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 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	

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	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 seek regular service user feedback and review customer data to shape service improvements

	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 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 empower 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, experience, and 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