

Assistant Educational Psychologist

Reports to:	Senior Educational Psychologist		
Department:	Inclusion Service	Grade:	Soulbury (Asst EP) Scale Point 1-4
DBS Status:	To be confirmed by manager in consultation with HR	Politically restricted:	Yes / No

Job Purpose:

1. To assist Educational Psychology Service and the wider Inclusion Service in providing an efficient, responsive and professional educational psychology service for young people aged 0-25 years.

2. To assist in the delivery of educational psychology in both core and traded services under the supervision of a Senior Educational Psychologist. Activities are likely to include:

- direct work with children and young people and their families
- work with staff and professionals in educational settings
- shared delivery of school and centre-based training.
- contributing to service initiatives e.g. evaluation of projects and service delivery.

3. To enable the post-holder to develop a range of experience and skills in preparation for training as an educational psychologist.

Values

Collaborate proactively.
Lead inclusively.
Embrace change.
Be bold and curious.
Celebrate and share our success.

Job specific roles and responsibilities

1. To work with Brent Educational Psychologists (EPs) and provide support to EPs as negotiated in appropriate areas of service delivery.
2. To carry out service, team and EP support tasks as identified, including administrative tasks including team diary management, and planning.
3. To support EP casework and intervention under the direction and supervision of a qualified EP. This can include observation, gathering views, setting up interventions and sharing resources or information with other professionals.
4. To assist EPs in the preparation, delivery, and monitoring of training (with EP supervision), and independently deliver training when required.

5. To assist EPs in the design, collection and analysis of outcome measures e.g. gathering pupil, school, and parent views on impact/outcomes of involvement.
6. To assist in project, development work and research as required. Such pieces of work will be led by a qualified EP, with training and supervision provided.
7. To attend and contribute to team and service meetings as directed.
8. To develop and extend knowledge about Educational Psychology regarding relevant legislation and guidance.
9. To undertake other duties as required.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection, Health and Safety and Emergency Planning & Awareness (including to provide assistance where available) policies and procedures.

Employees should embed environmental sustainability into their work, actively contributing to Brent becoming a carbon-neutral borough in 2030.

Safeguarding is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and well-being of children and vulnerable adults.

Undertake any other duties commensurate with the general level of responsibility of this post.

Essential Requirements (key skills & qualifications)

Knowledge and Qualifications

- An undergraduate degree in Psychology that provides graduate basis for registration (GBR) with the British Psychological Society (BPS). At the time of application this status must be completed.
- An awareness and understanding of what equal opportunities means.
- Knowledge of national developments including Special Educational Needs and Disability legislation and its implications.
- Knowledge and experience of evidence-based approaches to early intervention for children and young people with a broad range of needs.
- An emerging knowledge of a range of psychological models and approaches and their application in meeting the needs of children and young people.

Experience

- Experience of working with children and young people in some capacity, either within a school, college or early years setting, or other settings (e.g. Youth or Children's Centres); or roles with children's services or third sector organisations.
- Experience of research in areas related to psychology/child development/education or related fields.

Skills and Abilities

- As a regular and intrinsic part of this role requires you to speak to members of the public in English. The ability to converse at ease with customers and provide advice in accurate spoken English is essential and consistent with the requirements of this role. This role also requires you to be polite and courteous when conversing with the public.
- Ability to communicate effectively both orally and in writing, to keep accurate records of work, and to produce and present reports as and when necessary.
- Excellent interpersonal skills in order to work successfully within a team and to liaise effectively with service users and others.
- Awareness of own strengths and weaknesses and the ability to reflect on practice, including when to ask for help.
- The ability to collect, manipulate and interpret data and assist with completing reports that outline research or focus group findings.
- Proficiency in using ICT software and packages, including Excel. This would be essential for data collection and analysis.
- Ability to provide training and deliver presentations to a variety of audiences, making use of appropriate technology.
- Experience of research/project work relevant to children and/or children with SEND (desirable).

Within reason these key deliverables may evolve to meet service need and it is expected that the postholder will be flexible and adaptable in their delivery to meet both service and council wide needs