

Educational Psychologist

Reports to:	Senior Educational Psychologist		
Department:	Inclusion Service	Grade:	Soulbury A (4-9)
DBS Status:	To be confirmed by manager in consultation with HR	Politically restricted:	Yes / No

Job Purpose:

To assist in the discharge of the LA's statutory duties in respect of the identification and assessment of, and provision for, the special educational needs of children and young people who experience difficulties in learning or present problems in their behaviour. To provide psychological advice, consultancy and support to school staff and others. To promote the healthy emotional development and learning of children and young people through the application of psychology, by working with and on behalf of individual and groups of children, with teachers and other adults in schools, with families, council officers, other professionals and agencies.

Values

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

Job specific roles and responsibilities

1. To provide services of psychological consultation and advice to the LA, to schools, and early years settings and other agencies.
2. To assess the psychological and educational needs of children and young people and offer timely support and help to teachers, families and others as appropriate, as specified in the 1996 Education Act, the Children and Families Act 2014 and the SEND code of Practice.
3. To offer psychological intervention to children and families and to collaborate effectively with the wide range of agencies concerned with supporting individual children and families. Using psychological knowledge, techniques and procedures, to provide a range of casework activities including consultation, problem identification and assessment, the provision of advice and a variety of intervention strategies. To link with, inform and advise Children & Young People's Services officers and other relevant agencies regarding the needs of individuals and groups of children.
4. To offer relevant specialisms in SEN and disability across the LA.
5. To work with schools and other providers to develop their capacity to educate the full range of learners and to promote the emotional health of all children and young people.

6. To develop and facilitate training for school-based and other professionals and services as part of planned priorities.
7. To contribute to the development of procedures, policy and strategy to improve the outcomes for the children and young people with SEND.
8. To obtain, collate, record and advocate appropriately the views and perceptions of children, young people and their families/carers.
9. To take part in and contribute to service-based and LA-based training, appraisal and appropriate professional development to meet identified objectives.
10. To provide psychological input into the development of LA policy and practice around SEND related areas via discussion, research, dissemination and evaluation when requested.
11. To communicate clearly, sensitively and accurately using spoken and written means and to appropriately use electronic media within daily practice and communication, adhering to relevant policies.
12. To co-operate with the Service's performance management and development review scheme and to participate in a range of supervisory and continuing professional development activities, to ensure regular up-dating and development of knowledge and skills.
13. To ensure the maintenance of accurate and up-to-date casework records in relation to referred cases and to participate in service evaluation.
14. To contribute to LA research and project work when requested.
15. To contribute to the EP response to critical incidents when requested.
16. To contribute to the development of the Educational Psychology Traded Service offering a range of work including early intervention, assessment and specialist advice to support schools, Early Years settings and colleges to meet the needs of children and young people with SEN 0-25yrs including those with the most complex needs.
17. To be responsible for psychological consultation and advice to an allocation of schools.

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**

- Registration with the Health and Care Professions Council as an Educational Psychologist. Impending new entrants to the profession will have to evidence that registration is being sought.
- Good honours degree in Psychology.
- Postgraduate qualification at Masters level or above which is acceptable to the HCPC as constituting clinical training as an Educational Psychologist.
- Teacher training or other recognition which enables the psychologist to teach in Local Authorities in the UK (if Clinical Training is at Masters level).
- Knowledge and experience of the current range of approaches, tools and techniques available to Educational Psychologists.
- Knowledge of current legislation affecting the work of Educational Psychology.
- Understanding of and commitment to the requirements of safeguarding children and young people.

Experience

- (i) Experience of working as a teacher within maintained schools or academies, or
(ii) significant experience of direct work with children/young people in an education/social care context.
- Experience of working with several areas of special educational needs and other problems routinely presented to psychological services within schools and other educational settings.

Skills and Abilities

- Self-motivated to achieve high standards for self and others.
- Orientation towards working to achieve organisational goals, customer service, quality and value for money.
- Ability to work collaboratively with others.
- Excellent inter-personal skills.
- Good communication skills, written and oral, and the ability to present information effectively.

- Competence with Microsoft office packages e.g. outlook, word, excel, PowerPoint.
- Ability to manage a large and varied personal workload and to maintain judgement under pressure.
- Data handling skills with the ability to analyse information and present clear, concise reports.
- High level of applied literacy and numeracy.

Budget Responsibility (only applicable for Hay posts)

Overall Headcount (Hay and GLPC posts only)

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