**Job description**

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 | **POST TITLE:** | Principal Educational Psychologist |
| 1. **2.**
 | **POST NUMBER:**  |  |
| 1. **3.**
 | **GRADE:**  | Soulbury Scale B Points 9 to 12 |
|  | **LOCATION:** | Spennymoor Education Development Centre.  |

1. **RELEVANT TO THIS POST:**

**Flexible Working:** The council’s flexible working policy is currently not applied to this post. Subject to service needs, a time off in lieu policy is applied as an alternative to the flexible working scheme.

**Disclosure & Barring Service:** Subject to DBS Enhanceddisclosure

1. **ORGANISATIONAL RELATIONSHIPS:**

The postholder will report to the Strategic Manager for SEND and Inclusion. Because of the nature of the post, the postholder will work closely with colleagues throughout the Children and Adults Service and in other Departments. In order to successfully discharge the Department’s functions, continuous close teamwork is essential. The postholder is, therefore, expected to give a high priority to maintaining cooperative working relationships with colleagues in other Departments of the County Council.

1. **DESCRIPTION OF ROLE:**

All officers employed within the Children and Adults Service have, as well as their specific post related responsibilities, a general responsibility to contribute to the successful operation of the Service by recognising that the purpose is facilitating and supporting learning in the County and that doing so requires staff to work together in teams and co-operate to achieve this objective. The general responsibilities of the post therefore include:-

To contribute to improving the quality of education and learning opportunities for the people of the County of Durham by assisting:

1. Individual clients and service users.
2. Headteachers and other heads of establishments and services of the Local Authority (LA) and other teaching and support staff on managerial, administrative, procedural, resource and other matters.
3. Colleague officers and inspectors and, where appropriate, governors and Elected Members in supporting schools and other educational establishments in their work.

This will involve supporting the senior management team of the SEND and Inclusion Service in:

1. Contributing to the strategic development of SEND and Inclusion across the authority
2. Implementing the policies of the LA as they bear on the individual's post and responsibilities.
3. Providing direct advice and support to clients of the education service.
4. Responding to requests for advice from headteachers and heads of other educational establishments or services.
5. Assisting in the organisation of, and taking part in, County Council in-service training and personal development programmes.
6. Assisting in the implementation of special projects as appropriate to the postholder's sphere of work.
7. Contributing to regular review processes.
8. Maintaining an effective and up to date expertise and ongoing involvement in policy implementation, specifically in relation to the duties of the post but also more generally.
9. **DUTIES AND RESPONSIBILITIES *SPECIFIC* TO THIS POST:**

Listed below are the responsibilities this role will be primarily responsible for:

Under the direction of the Strategic Manager for SEND and Inclusion and in line with relevant legislation and current service policies and priorities, the postholder will:

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| * Lead on and ensure that LA requirements of EPS are met including relevant statutory responsibilities
* Undertake line management responsibility for Educational Psychologists and others within the service including review and appraisal and identifying relevant professional development requirements.
* Continue to develop the models of traded provision with schools and colleges for early intervention and non-statutory work
* Ensure resources are deployed effectively and efficiently based on an agreed assessment of need and according to agreed ways of distributing resources which provides value for money and improves outcomes for children and young people
* Ensure the Educational Psychology service teams work together with other service teams to maximise the deployment of resources and skills.
* Work with the service manager to establish and implement agreed service standards and procedures which support the delivery of efficient, professional, accessible high quality services to children and young people and their parents/carers.
* Work with the service manager to ensure safeguarding remains paramount to ensuring the safety of children and young people and staff
* Devise and implement an agreed service self evaluation process which will allow individual teams to assess and monitor performance, impact and quality of service provision against agreed criteria and enable reporting of this as required.
* Work with the service manager to develop and implement an annual development plan based on findings from the self evaluation document.
* Work closely with colleagues to ensure there is a robust data/recording system which enables the education of children and young people to be recorded where this is appropriate and progress tracked on an ongoing basis
* Work with the service to meet challenging local and statutory targets that promote the educational achievement of children and young people with SEND.
* Closely monitor the performance of teams against service standards and plans in accordance with the CAS quality assurance framework.
* Collect and analyse management information to enable strategic decisions to be made on service priorities, performance and resource allocations
* Produce and present reports relating to the outcomes achieved by the service unit.
* Lead training and service days for staff to ensure they are kept fully informed of national and local developments and good practice
* Undertake lead responsibility for the recruitment and selection process for new staff employed by the Educational Psychology Service team
* Ensure appropriate levels of challenge are provided to staff, schools and education providers, as required, to ensure maximum outcomes for children and young people
* Work collaboratively with Managers across CAS to ensure effective problem solving of educational issues affecting individual children and young people
* Work co-operatively with Education staff, head teachers and colleagues to drive up the standards of education for children and young people with SEND.
* The post holder will undertake such other duties which may, from time to time be allocated, commensurate with the grade of the post.
* Maintain personal applied psychology skills through a limited amount of targeted casework and peer supervision.
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Given the dynamic nature of the role and structure of LA Children and Adults Service at the present time, it must be accepted that, as work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the officer which may, if he/she so wishes, involve a union representative.

**9. COMMON DUTIES AND RESPONSIBILITIES:**

9.1 **Quality Assurance**

To set, monitor and evaluate standards at individual, team performance and service quality so that the user and the Service’s requirements are met and that the highest standards are maintained.

To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

9.2 **Communication**

To establish and manage the Service communications systems, ensuring that the Service’s procedures, policies, strategies and objectives are effectively communicated to all service members.

9.3 **Professional Practice**

 To ensure that professional practice in the Service is carried out to the highest standards and developed in line with the Service’s stated objectives of continual improvement in quality of its service to internal and external customers.

9.4 **Health and Safety**

Manage health and safety in their area of responsibility in accordance with the relevant section(s) of the Corporate/Service Health and Safety Policy and to ensure that the Health and Safety policy, organisation arrangements and procedures as they relate to areas, activities and personnel under your control are understood, implemented and monitored.

9.5 **General Management**

To provide vision and leadership to staff, ensuring that effective systems are in place for workload allocation and management, the application of the Authority’s and the Service’s policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

9.6 **Financial Management**

 To manage a designated budget ensuring that the Service achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

9.7 **Appraisal**

 All members of staff will receive appraisals and it is the responsibility of each member of staff to follow guidance on the appraisal process.

9.8 **Equality and Diversity**

As an organisation we are committed to promoting a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice.  To ensure our commitment is put into practice we have an equality policy which includes responsibility for all staff to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

       These policies apply to all employees of Durham County Council.

9.9 **Confidentiality**

 All members of staff are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All members of staff must be aware that they have explicit responsibility for the confidentiality and security of information received and imported in the course of work and using Council information assets. The Council has a Personal Information Security Policy in place.

9.10 **Induction**

The Council has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

**Person Specification -** Principal Educational Psychologist

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualification** | * A first degree in Psychology or equivalent as agreed by BPS
* Eligibility for Chartered Status (HCPC Registration)
* Approved Educational Psychology training
 | * Further degree or additional specialist qualifications
 | Application formSelection ProcessPre-employment checks |
| **Experience** | * Extensive and proven experience at senior management level in an educational psychology service
* Evidence of successful contribution to strategic service planning and monitoring.
* Evidence of successful working with parents/carers, partners and stakeholders
* Experience in delivering in-service training and consultancy.
* Evidence of working closely with schools to promote inclusion and attainment.
* Evidence of managing the performance of individuals and teams against agreed targets, indicators and outcomes.
* Budget management and effective deployment of resources to ensure high quality and efficient service delivery.
* Human resource management including performance management of staff, appraisal and training.
* Working collaboratively within a management team
* Managing and implementing change within an organisation.
* Delivery of professional development to staff teams
 | * Experience of working in a complex environment
* Experience of information management
* Experience of supervising professional staff
* Experience across the phases of education.
* Familiarity with Children’s Services and current strategic drivers.
* Implementation of practical strategies to promote the inclusion of children and young people with special educational needs in education.
* Delivering quality services in accordance with a service level agreement.
* Experience of self-assessment principles.
* Experience of policy development.
 | Application formSelection ProcessPre-employment checks |
| **Skills/Knowledge** | * Commitment to Equal Opportunities and Diversity
* Able to analyse and evaluate own performance
* Consultation skills
* Skills and awareness relating to individual assessment
* Ability to lead and manage a team of senior, specialist and maingrade educational psychologists and associated services.
* Knowledge of the National Curriculum and SEN legislation and guidance
* Knowledge of specialist assessment and teaching approaches
* Ability to work effectively within a multi-disciplinary approach, with schools, families and other agencies
* Knowledge of and commitment to Safeguarding
* A thorough knowledge of staged assessment procedures and statutory assessment process.
* Knowledge of ways of increasing capacity for inclusion in schools.
* Skills in delivering an outcomes focussed service
* Able to act in a collaborative fashion
 | * Awareness of a range of appropriate intervention approaches and ability to use them
* Able to present and maintain a reasoned argument
* Awareness of the importance of individual casework within a range of approaches
* ICT competency and good knowledge of ICT software packages that support service delivery
 | Application formSelection ProcessPre-employment checks |
| **Personal Qualities** | * Ability to lead and manage staff effectively
* Good interpersonal and communication skills
* Flexibility and adaptability
* Highly professional, flexible and committed to achieving and exceeding targets
 | * Self-motivated
* Ability to work and research independently
* Tactful, discreet and sensitive to the needs of others
* Ability to organise themselves
* Able to learn through professional experience
* Evidence of commitment and enthusiasm
* Evidence of flexibility of ideas
 | Application formSelection ProcessPre-employment checks |
| **Additional Factors** | * Commitment to the raising of achievement and an inclusive ethos
* Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance).
* Knowledge and awareness of safeguarding issues
* Will be committed to safeguarding and promoting the welfare of children and young people
* Supportive references
 |  | ReferencesInterviewsPre-employment checks |