**Job Description**

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| **Service:** | **Children & Adults Services** |
| **Service Grouping:** | **SEND & Inclusion Service/Educational Psychology Service**  |

**Job description**

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 | **POST TITLE:** | Educational Psychologist |
| 1. **2.**
 | **POST NUMBER:**  |  |
| 1. **3.**
 | **GRADE:**  | Soulbury Scale A Points 2 to 7 |
|  | **LOCATION:** | Stanley / Durham/ Peterlee/ Ferryhill/ Bishop Auckland One Point Service hubs. However, you may be required to work at any council workplace within County Durham.Locations may carry differing responsibilities.  |

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 Principal Educational Psychologist. Because of the nature of the post, the postholder will work closely with colleagues throughout the Children and Adults Services 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 co-operative working relationships with colleagues in the Educational Psychology Service, the One Point Service and 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 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 Service and the wider group of the Service's officers in:

1. Implementing the policies of the Local Authority as they bear on the individual's post and responsibilities.
2. Providing direct advice and support to clients of the education service.
3. Responding to requests for advice from headteachers and heads of other educational establishments or services.
4. Assisting in the organisation of, and taking part in, County Council in-service training and personal development programmes.
5. Assisting in the implementation of special projects as appropriate to the postholder's sphere of work.
6. Contributing to regular review processes.
7. 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.
8. **DUTIES AND RESPONSIBILITIES *SPECIFIC* TO THIS POST:**

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

Under the direction of the PEP and in line with relevant legislation and current service policies and priorities, the postholder will:

* Provide an applied psychology service to a designated number of schools, both in relation to statutory input and traded work in schools at a non-statutory level.
* Provide high quality Psychological Advice as part of the Statutory Assessment and Review procedures.
* Provide written and verbal feedback, as appropriate, to parents, other referrers and relevant professionals regarding traded non-statutory work.
* Adopt a flexible solution focused approach to the development and delivery of psychology within the changing environment of local authority service.
* Establish additional areas of skills and expertise relevant to the changing service context as appropriate.
* Take an active part in training programmes developed by the service for teachers and others involved in the education and care of children.
* Work in collaboration with parents, other colleagues in CAS and a broad range of other professionals as determined by the particular circumstances of each child.
* Provide a range of relevant interventions and strategies to help young people, their families and schools.
* Take an active part in the service’s programme of staff and service development.
* Participate in initiatives agreed by the PEP to develop the service for schools and local authority policy and practice.
* Establish and maintain effective working relationships with colleagues both within and beyond the education service, especially in the context of a multi-agency framework.
	+ Provide written feedback to colleagues on courses attended or research undertaken and to provide a presentation where requested.
* Maintain such records that may be required from time to time for service information and statistical purposes.
* Support practice development within the locality context
* Participate in inquiry based learning
* Supervise Year 1 trainees and support Year 2/3 trainees on placement.

The postholder will undertake such other duties which may, from time to time be allocated, commensurate with the grade of the post.

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

9.3 **Professional Practice**

 To ensure that professional practice in the team 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 (where applicable)**

To support the development of Y1 trainee educational psychologists who are placed within the Authority.

9.6 **Financial Management (where applicable)**

To manage a designated budget (as required) 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 -** Educational Psychologist

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualification** | * A 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** | * Relevant experience in an educational setting prior to undertaking educational psychology training
* Experience of a staged approach to problem solving
 | * Experience of working in a complex environment
* Experience of information management
 | Application formSelection ProcessPre-employment checks |
| **Skills/Knowledge** | * Able to act in a collaborative fashion
* Good written and verbal communication skills
* Willingness to work co-operatively with other members of the Service
* Commitment to Equal Opportunities and Diversity
* Knowledge of and commitment to safeguarding
* Able to analyse and evaluate own performance
* Consultation skills
* Skills and awareness relating to individual assessment
 | * Awareness of a range of appropriate intervention approaches and willingness to use them
* Awareness of recent legislation and its implications
* Able to present and maintain a reasoned argument
* Awareness of the importance of individual casework within a range of approaches
 | Application formSelection ProcessPre-employment checks |
| **Personal Qualities** | * Excellent communication skills, both written and oral
* Highly professional, flexible and committed to achieving and exceeding targets.

Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance). | * Evidence of self-motivation
* 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
* Innovative and creative
 | Application formSelection ProcessPre-employment checks |