

Post Title: Educational Psychologist(s)		Director/Service/Sector	Wellbeing and Community Health Services	Office Use
Grade: Soulbury Scale A pts 2-7 plus up to 3 SPAs		Workplace: 1) Locality Inclusion Support Team (West, South East, Central, North)		JE ref: HRMS ref:
Responsible to: LIST Manager/s		Manager Level:		
Job Purpose: To provide a comprehensive and professional educational psychology service to families, schools and other stakeholder organisations from within the framework of an area multi-disciplinary Locality Inclusion Support Team (LIST). The primary focus of the work will be prevention and early intervention.				
Resources		Staff	To provide supervision to Trainee Educational Psychologists	
		Finance	N/A	
		Physical	Specialist Resources	
		Clients	Children and Young People, Families, Schools and other such facilities, Senior Officers, Residents, Partners and Stakeholders	
Duties and key result areas:				
Job Purpose:				
To promote the educational, emotional and personal development of children and young people (0-25) through the application of psychology. The successful applicant will provide an educational psychology service to a Locality Inclusion Support Team (LIST) one of the County's four area based multi-disciplinary teams. However in times of service need, or through mutual agreement, the successful applicant may work into one or more of the three other teams in the South East, Central, North and/or West of the County.				
Other members of the teams include Speech and Language Therapists, Specialist Teachers, Specialist Teaching Assistants and Inclusion Support Workers. Each team has dedicated admin support.				
In association with partner agencies the purpose of the four area based multi-disciplinary teams will be to:				
• prevent additional/special educational needs and requirements developing • intervene early should additional/special educational needs and requirements emerge • support those with intractable or on-going additional needs and requirements • develop capacity and capability building opportunities for parents and carers and frontline staff aimed at facilitating better outcomes for children and young people				
The main duties and responsibilities of Educational Psychologists working within LIST will be:				
• To safeguard and promote the welfare of children and vulnerable adults with whom s/he has contact • To promote the educational, emotional and personal development of children and young people by applying knowledge of psychology in working with: - the children and young people - key people in their lives (e.g. parents/carers, teachers, learning support assistants) who have concerns about some aspect(s) of their progress or development - other services working to support children in Northumberland • To work closely with other staff within the Locality Inclusion Support Teams to provide a multi-disciplinary, area-based service for children and young				

people. • To promote effective inclusive outcomes for the concerns expressed by young people or the adults working with, or caring for, children and young people. • To provide timely agreed written feedback documenting actions taken by EP and actions agreed by others. • To provide written advice for children undergoing Education, Health and Care Needs Assessment to enable the LA to comply with its responsibilities currently under the 2014 Children and Families Act, and that advice is provided within the agreed timescales To contribute to the training and development of the LIST and wider children's services staff (e.g. teachers, teaching assistants), • To contribute to the further development of County Council Policy and practice on Inclusion and Special Educational Needs and Disability • To contribute to the evaluation of LISTs impact on outcomes for children and young people • To contribute to the identification of team, service and personal development needs and to participate in ensuing research and development work as agreed. • To meet standards set out by Health and Care Professionals Council Day to day operational management of each team will be delivered by an Area Manager. The Lead Professional (Educational Psychologist) will provide professional guidance and support for educational psychologists in relation to matters of psychological practice, quality control, appraisal, professional supervision and continuing professional development. All members of area based multi-disciplinary teams will be expected to work closely with one another, clients, children's centres, schools and other agencies in an area to prevent and/or intervene early and/or offer on-going support to promote emotional well being, progress with learning, positive behaviour and school attendance. The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.	Work Arrangements Transport requirements: Working patterns: Working conditions: To undertake the necessary travel requirements of the post This post will be a full time equivalent post or job share with access to NCC's flexible working arrangements To work from a local LIST Base
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PERSON SPECIFICATION

Appendix 2

Post Title: Educational Psychologist Essential	Director/Service/Sector: Desirable	Ref: Assess by
Knowledge and Qualifications An Honours Degree in Psychology recognised as a Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. A recognised post-graduate training in Educational Psychology. Holder of a Health and Care Professionals Council (HCPC) Practitioner Psychologist Registration as an Educational Psychologist. For applicants currently or recently completing training, assumption will be made that HCPC registration will be achieved. Excellent Interpersonal and Communication skills. Flexible approach to achieving corporate objectives. Commitment to keep children and young people safe by providing a safe environment for children and young people to learn in and commitment to identify children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe.		a,i
Experience Applying psychology within a wide variety of contexts and to a wide a range of complex issues including: - o developing preventative strategies, - o capacity and capability building with parents and carers, teachers, teaching assistants etc - o working with groups of children and young people, - o intervening with individual children whose emotional, behavioural and/or learning needs may be complex - o coordinating, planning and delivering training opportunities - o research / evaluation skills - o providing psychological advice to Education Health and Care Assessments within statutory deadlines.	Varied, relevant and recent experience as an Educational Psychologist Proven track record in collaborative professional teamwork. Experience working within a multi-disciplinary context	a,i
Skills and competencies High level skills and competencies in the following practice areas - o Solution Oriented Consultation - o Assessment - o Intervention - o Report Writing	Ability to chair multi-disciplinary meetings involving children and young people, parents and carers and, potentially, other family members	a,i

o Negotiating, planning, presenting and evaluating professional and organisational development activities		
Physical, mental and emotional demands		
- o Capability to assertively and flexibly work as an applied psychologist as part of a multi-disciplinary team - o To work to tight deadlines in an ever changing and high workload multi-disciplinary environment - o To contribute comprehensively to the successful resolution of complex cases and issues - o Ability to fulfil the travel requirements of the post.		a, i
Other		
Proficient use of ICT		a, i

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework		Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates	
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas	
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas	
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas	
4 Level 4 Certificate	C (certificate) certificates of higher education	
3 Level 3 Certificate (OND) Level 3 NVQ A levels		
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C		
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G		
Entry Entry Level Certificate in Adult Literacy		

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.

