

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: Main office base is Ashington with hot desking facilities across the county.		JE ref: HRMS ref:
Responsible to: Manager of Psychological Services		Manager Lever:	
Job Purpose: To provide a comprehensive and professional educational psychology service to families, schools and other stakeholder organisations from within the framework of a psychology service. The primary focus of the work will be prevention and early intervention.			
Resources	Staff	To provide supervision to Trainee Educational Psychologists as appropriate	
	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 schools and settings in Northumberland.			
The goal of Psychological Services is to develop the capacity of schools and settings to achieve better outcomes for children and young people. We support the adults involved in the lives of children and young people and work with learners to:			
• Prevent additional/special educational needs and requirements developing. • Intervene early where additional/special educational needs and requirements are identified. • Support those with on-going additional needs and requirements.			
The main duties and responsibilities of Educational Psychologists working in Northumberland will be:			
• To safeguard and promote the welfare of children and vulnerable adults with whom s/he has contact. • To meet standards set out by Health and Care Professionals Council. • 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 SEND services to provide a high quality 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 Educational Psychologist and actions agreed by others.
- To provide written advice for children undergoing Education, Health and Care Assessments to enable the Local Authority to comply with its responsibilities. The advice will be written within the agreed timescales.
- To contribute to the training and development of the children's workforce in Northumberland (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 the service's 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 participate in CPD and supervision activities
- To provide supervision for Trainee Educational Psychologists.

Day to day operational management of the team will be delivered by the Manager of Psychological Services. The Manager for Psychological Services and Senior 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.

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.

Transport requirements:	To undertake the necessary travel requirements of the post
Working patterns:	This post will be a full time equivalent post or job share with access to NCC's flexible working arrangements
Working conditions:	To provide support to a number of schools across the county

Post Title: Educational Psychologist		Director/Service/Sector:	Ref:
Essential	Desirable		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.		Accredited training / qualifications as a practitioner or trainer in specific therapeutic approaches e.g. VIG, Narrative Therapy.	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 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. Experience of developing/delivering a service following a SLA model.	a,i
Skills and competencies			
High level skills and competencies in the following practice areas			a,i

- o Solution Oriented Consultation - o Assessment - o Intervention - o Report Writing - o Negotiating, planning, presenting and evaluating professional and organisational development activities	Ability to chair multi-disciplinary meetings involving children and young people, parents and carers and, potentially, other family members	
Physical, mental and emotional demands		
- o Capability to assertively and flexibly work as an applied psychologist - o To work to tight deadlines in an ever changing 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.