

Job Description

Job Title:	Educational Psychologist
Salary Grade:	Soulbury Scale A
SCP:	3 – 8 Plus up to 3 SPA's to reflect skills and experience
Job Family:	N/A
Job Profile:	N/A
Directorate:	TfC Education
Job Ref No:	
Work Environment:	Agile
Reports to:	Principal Educational Psychologist
Number of Reports:	N/A

Your normal place of work will be at the Stanfield Centre, but you may be required to work at any Company recognised workplace.

This position requires an Enhanced Disclosure and Barring Service (DBS) Check

Purpose:

To make a significant contribution to the Together for Children - Sunderland Strategic Plan.

To apply psychological principles, theories and skills to fulfil all Statutory, core and additional responsibilities as determined by the Principal Educational Psychologist and strategic managers with children, young people and their families at the heart of all duties.

To provide a range of individual, group and organisation interventions in accordance with service demands in response to customer needs.

To be responsive to national SEND legislation, in particular, Children and Families Act 2014, Code of Practice 2014 and Equality Act 2010.

To contribute to strategic and systemic interventions in order to ensure success and impact upon raising standards.

To develop effective working partnerships to support the objectives of the Educational Psychology Service.

Key Responsibilities:

1. To provide a broad range of assessments, to impart advice, facilitate consultation, provide therapeutic and holistic interventions and deliver training which reflects current research and theory to support educational, psychological, social, emotional and mental health needs of children and young people aged up to 25 years with SEN or disability.
2. To support the objectives of Together for Children and work in close partnership with other agencies and colleagues to improve outcomes for children and families.
3. To develop effective working partnerships and collaborative practices to support children and young people with complex needs, and their families, based around 'early help' models. An emphasis upon broadening the context of 'Preparation for Adulthood' frameworks for children and young people will be promoted.
4. To take responsibility for delivering a full range of Educational Psychology skills and competencies into allocated schools, other settings and the wider community. This will include the delivery of a contribution towards the commissioned offer to schools representing our service level agreement.
5. To support schools 'implementation of best practice' responses to SEND legislation following national and locally adopted frameworks.
6. To keep abreast of current psychological research and be prepared to consolidate and communicate this to others.
7. To support Together for Children in complying with statutory obligations regarding the assessment of children aged 0 to 25 years in accordance with the Children and Families Act 2014 and Code of Practice 2014.
8. To commit to team activities and engage with service ethos and standards.

9. To commit to team activities to evaluate service impact.
10. To Engage in Together for Children's appraisal activities.
11. To participate fully in providing training for Together for Children schools and other teams on behalf of Together for Children to promote successful inclusion, high achievement and early intervention.
12. To contribute to the planning, evaluation and dissemination of projects and research on behalf of Together for Children.
13. To provide advice, guidance, information and support to parents about psychological and emotional aspects of child development.
14. To sustain and commit to the development and smooth running of traded services and all associated working standards.
15. To attend and contribute towards strategic meetings.
16. To fulfil service policy regarding standards of service delivery, written records, timelines of output, team spirit and ethos.
17. To further professional development in order to maintain high standards of competence.
18. To be compliant with all service and individual targets.
19. To engage in supervision activities in accordance with management expectation.
20. To assist the Principal Educational Psychologist in fulfilling general duties, meeting service targets and to satisfy audit evaluations.

Health & Safety

You must be responsible and compliant with the adopted principles, standards and expectations of legislation relating to Health & Safety and Lone Working.

In line with the Together for Children's statutory requirements, all employees should:

Comply with the principles and requirements of the General Data Protection Regulation (GDPR) in relation to the management of Together for Children

Sunderland's records and information and respect the privacy of personal information held by Together for Children Sunderland.

Comply with the principles and requirements of the Freedom in Information Act 2000.

Comply with the Together for Children Sunderland's information security standards, and requirements for the management and handling of information.

Use information only for authorised purposes.

To have full regard to all Risk Assessment requirements within the auspices of Together for Children, the Educational Psychology Service and those prepared by our service users when delivering interventions within the community.

Undertaking the duties of the post in accordance with the Company's Equal Opportunities Policy, Health and Safety Policy and legislative requirements and all other Company policies.

Person Specification: June 2020



Job Title: Educational Psychologist

Service: Education

Role Profile reference:

Essential Requirements	
Values and Behaviours <ul style="list-style-type: none">• Evidence that you put children and young people first• Evidence that you work in partnership to improve services• Evidence that you champion inclusion and value diversity.• Evidence of 'Preparation for Adulthood' frameworks.	Interview
Educational Qualifications <ul style="list-style-type: none">• Must have achieved a good honours degree in Psychology or equivalent recognised by BPS' requirements for graduate basis for registration (GBR)• Registration with the Health and Care Professions Council (HCPC) as an Educational Psychologist• Achieved or working towards achievement in 2020./2021 for a Post graduate professional qualification in Educational Psychology	Application

Desirable <ul style="list-style-type: none"> • Teaching experience • Eligible for Chartered status with the BPS 	
Experience Essential <ul style="list-style-type: none"> • Recognised training in Educational Psychology • Direct, relevant and appropriate work with children and young people (0-25 years) within educational, childcare or community settings • The experience of the application of psychology to the benefit of children and young people in a variety of settings 	<p>Application</p> <p>Application / Interview</p> <p>Application / Interview</p>
Knowledge, skills and abilities <ul style="list-style-type: none"> • A clear understanding of the skills involved in operating a responsive, robust value of Educational Psychology activities of service delivery which does not focus primarily on Statutory work • Ability to use, describe and explain psychological concepts, theories, research and practice in a way which enthuses others and adds to their understanding • Ability to maintain confidentiality and work with discretion and regard for personal safety • Ability to relate to children, young people, parents and professionals with clarity and sensitivity • Clear and detailed understanding of the legislative framework under which Local Authorities and organisations now operate • Knowledge of current educational policy and practice particularly in relation to the implementation and current assessment of the National Curriculum • Effective written and oral communication skills 	<p>Application / Interview</p> <p>Application / Interview</p>

<ul style="list-style-type: none"> • Good personal organisational skills and self-motivation • Ability to balance independent advice whilst representing Together for Children • Competence in the use of information communication technology for administration • Ability to prioritise workloads and manage time allocation effectively • Ability to make a strong contribution to service development • Ability to deliver training and undertake research / project work • Ability to meet the travel requirements of the post 	
<ul style="list-style-type: none"> • Commitment to Equal opportunities 	Interview

PC Skills - Able to effectively use a PC to prepare documents, record information or input data.	Application form/Interview
Decision making – A willingness to take action and to make decisions in line with support plans, policies and procedures, being resourceful in the face of challenges	Application form/Interview
Democratic – Seeks and considers the views of others in setting and deciding plans, activities and progress.	Application form/Interview
Team working – be able to work effectively within a busy team environment, be helpful and co-operative with others	Application form/Interview
Vigour – Works at a fast pace, copes well with higher levels of workload.	Application form/Interview
Listening - Listens to others to assess requirements in order to respond appropriately and efficiently.	Application form/Interview
Innovation - the ability to be creative in working through problems and making decisions.	Application form/Interview

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