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| **Job Description** | |
| **Post title** | Educational Psychologist |
| **Grade** | Soulbury Scale A Points 2 to 7 (plus SPA points) |
| **Service** | Children & Young Peoples Services |
| **Service Area** | Early Help Inclusion & Vulnerable Children, Specialist Inclusion Support |
| **Reporting to** | The postholder will report to the Principal Educational Psychologist. |
| **Location** | Your normal place of work will be Education Development Centre, Spennymoor, but you may be required to work at any Council workplace within County Durham. |
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| **DBS** | This post is subject to an enhanced disclosure. |
| **Flexitime** | 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. |
| **Politically restricted** | This post is not designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **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.

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| **Duties and responsibilities** |

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:

1. 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.
2. Provide high quality Psychological Advice as part of the Statutory Assessment and Review procedures.
3. Provide written and verbal feedback, as appropriate, to parents, other referrers and relevant professionals regarding traded non-statutory work.
4. Adopt a flexible solution focused approach to the development and delivery of psychology within the changing environment of local authority service.
5. Establish additional areas of skills and expertise relevant to the changing service context as appropriate.
6. Take an active part in training programmes developed by the service for teachers and others involved in the education and care of children.
7. 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.
8. Provide a range of relevant interventions and strategies to help young people, their families and schools.
9. Take an active part in the service’s programme of staff and service development.
10. Participate in initiatives agreed by the PEP to develop the service for schools and local authority policy and practice.
11. Establish and maintain effective working relationships with colleagues both within and beyond the education service, especially in the context of a multi-agency framework.
12. Provide written feedback to colleagues on courses attended or research undertaken and to provide a presentation where requested.
13. Maintain such records that may be required from time to time for service information and statistical purposes.
14. Support practice development within the locality context.
15. Participate in inquiry-based learning.
16. Supervise Year 1 trainees and support Year 2/3 trainees on placement.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

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

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * A degree in Psychology or equivalent as agreed by BPS * Eligibility for Chartered Status and HCPC Registration * Approved Educational Psychology training | Further degree or additional specialist qualifications |
| 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 |
| 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 |
| 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 |