



## Job profile

### Service and job specific context statement

<b>Directorate:</b>	Children and Young People's Service
<b>Service:</b>	Inclusion
<b>Post title:</b>	Educational Psychologist (Senior Practitioner)
<b>Grade:</b>	Soulbury A points 2-10
<b>Responsible to:</b>	Area Senior Educational Psychologist
<b>Staff managed:</b>	None
<b>Date of issue:</b>	Sept 2019
<b>Job family:</b>	<b>P&amp;T - Professional &amp; Technical</b>

### Job context

The legislative framework for SEND changed as a result of the Children and Families Act 2014. The changes were significant in terms of extending the age range covered by the legislation to 0-25 years and introduced enhanced responsibility for engagement with parents/carers and children and young people to shape developments at both strategic and individual level. There is also increased emphasis on key partners including LA, education providers and health to work collaboratively to ensure the outcomes for children and young people are maximised. A new Ofsted framework was introduced in 2016 to monitor the performance of local areas in terms of SEND and compliance with the requirements of the new Code of Practice.

The strategic direction for the development of SEND in NY is underpinned by a strategic plan for SEND which includes developments to strengthen collaboration and decision making at locality level, the creation of local multi-disciplinary SEND teams together with the reshaping of the continuum of educational provision for 0-25 year olds with SEND.

The core focus of this role is to:

- Deliver an Educational Psychology service in one locality hub
- Work as an integrated part of the locality team which promotes key working and multi disciplinary approaches to meeting need and improving outcomes

### Job specifics

- Work as a key member of the locality team, supporting colleagues in delivering personalised casework that puts the child and family at the centre
- Develop and maintain sustainable income generation through delivering highly regarded traded services
- Support the balance in the locality EPS team between core, traded and statutory work
- Provide outstanding quality, child focused advice for statutory assessments in a timely manner



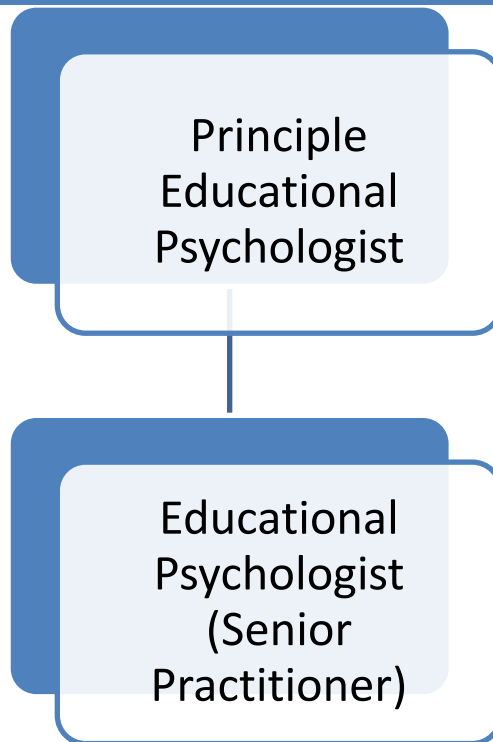
## Job profile

### Career progression

For the first two years after qualifying the postholder will carry the title Educational Psychologist. Moving to the title Senior Practitioner will be on successful completion of two cycles of appraisal.

Opportunities to enrol on NYCC Management courses, namely the Aspirant Managers programme, for those interested in career progression to a management role such as Area Senior EP.

### Structure



### Job Description

<b>Directorate:</b>	Children and Young People's Service
<b>Service:</b>	Inclusion
<b>Responsible to:</b>	AREA SENIOR EDUCATIONAL PSYCHOLOGIST
<b>Staff managed:</b>	None

### Job purpose

<b>Operational management</b>	<p>Enter job purpose here....</p> <ul style="list-style-type: none"> <li>• Know your role as a Psychologist in supporting and promoting child development</li> <li>• Understand and explain behaviour in the context in which it arises</li> </ul>
-------------------------------	--



## Job profile

- Understand or know where to find out about physical, medical, sensory or other 'within-child' conditions and their implications for living and learning
- Observe, analyse, respond and then record in a suitable manner
- Identify transition points and provide services that help to minimise the disruption
- Provide support to children, young people and their families where necessary
- Bring services to children, minimising changes of case holder and onward referrals
- Provide Therapeutic Interventions for pupils on roll at the Targeted Provisions within your Hub area, using techniques such as CBT, Narrative Therapy and Solution Focussed approaches as appropriate
- Ensure high quality traded offer to schools and settings
- When appropriate, contribute to the delivery of the CPD plan for the EP service, including contributing to the CPD sessions for Assistants and Trainees
- As part of the SEND Hub Teams, contribute to specialist projects in an area of interest/specialism
- Provide strategic direction and support to SENCOs within schools including analysis of professional development needs locally, supporting the delivery of all phase SENCo networks when required.
- Contribute to the development of a countywide workforce development framework for SEND and Inclusion.
- Work directly with schools and settings to embed consistent inclusive practices and the early identification and intervention of children and young people with additional needs.
- Provide appropriate support, challenge and escalation to schools causing concern.
- Taking a significant role in team around the school approaches as required.
- To support the creation and development of links with local communities.
- Actively seeking opportunities for transformation of services and provision to meet needs of children and young people and ensure cost effectiveness.
- Maintain effective networks with locality professionals across agencies to promote effective working practice and strategic planning.

### Communications

- Ensure that communication and teamwork with other practitioners and professionals in Social Care, Health and the Voluntary and Community Sectors is effective, sustainable and built on good working relationships
- Support a strong culture of inclusion in meeting children's needs across the locality- encourage creative and child and family focused solutions which cut across traditional boundaries
- Share experiences and initiate actions where these are needed to make improvements in working together
- Understand the importance of information sharing, how it can help others and the potential dangers of not doing so
- Be mindful of the agreed protocols for information sharing and always seek to gain informed consent to share sensitive information



## Job profile

	<ul style="list-style-type: none"> <li>• Encourage children and young people to share information in an appropriate context</li> <li>• Be aware of when confidentiality is essential and in what circumstances it might be broken</li> <li>• Know who to share information with and when; understand the difference between information sharing on individual, organisational and professional levels</li> <li>• Be clear in your language and communication with others</li> <li>• Build open and honest relationships using language appropriate to the development of the child or young person and the family culture and background</li> <li>• Ensure effective partnership working with parents and carers built on mutual respect</li> <li>• Listen actively and respond with empathy</li> <li>• Use your knowledge and skills to explain, summarise, question, inform, consult, negotiate and to help understanding</li> </ul>
<b>Partnership / corporate working</b>	<ul style="list-style-type: none"> <li>• Use the available technology to best effect to send, receive and disseminate information appropriately and keep communication open</li> <li>• Ensure a strong collaborative culture within the locality team</li> <li>• Representing the Area Team in other partnership meetings as agreed or directed</li> </ul>
<b>Resource management</b>	<ul style="list-style-type: none"> <li>• Undertake supervision, as necessary, of trainee educational psychologists and others in training in their fieldwork practice</li> <li>• Contribute to workforce development across Children's Service teams</li> </ul>
<b>Systems and information</b>	<ul style="list-style-type: none"> <li>• Use existing data systems to bring together shared information to use for evaluation and planning purposes</li> <li>• Provide data as required for monitoring and evaluation of service delivery</li> <li>• Log work using Synergy, Wisdom and any other systems agreed within the Service or within the Directorate</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.</li> <li>• Recognise and take considered action in such situations</li> <li>• Use trust and understanding to make considered judgements</li> <li>• Involve children and young people when taking action on their behalf</li> <li>• Communicate, record and report appropriately in line with the Inclusion Service Safeguarding Policy.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality.</li> </ul>



## Job profile

<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities</li> <li>• Ensure services are developed and delivered in accordance with the aims of the Equality Policy Statement in response to the needs and aspirations of service users.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect, human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>

## Person Specification

Essential upon appointment	Desirable on appointment
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of a range of psychological theories and models relevant to application in school and settings.</li> <li>• An understanding of the key legislation and government guidance that supports SEN.</li> <li>• Understanding of current issues in the field of special educational needs and school improvement, and demonstrate a commitment to inclusive practice.</li> <li>• A good understanding of child and adolescent development and principles of applied psychology.</li> <li>• Knowledge of relevant current trends in education.</li> <li>• Knowledge of statutory requirements, including requirements in respect of Data protection and Freedom of Information</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of Local Authority policy, procedures and political context</li> <li>• Knowledge of current research in the area of applied educational psychology.</li> </ul>



## Job profile

### Experience

- Experience of successfully working as an EP or as a Trainee EP
- Experience of having extensively applied psychology based knowledge and skills to work with children and young people, and other professionals from children's services, in educational and/or community settings.
- Experience of a range of consultation, problem solving, assessment and intervention skills appropriate to the application of psychology in education settings.
- Experience of working directly with teachers, and groups or individual children and young people.
- Relevant experience as an EP/Trainee EP of varied work with children and young people, including those with additional needs, 0 to 25.
- Experience of presenting to groups, such as parents, teachers, other professionals.
- Experience of multi-agency working.

- Experience of working in a traded service

### Occupational Skills

- Strong and effective communication skills, both written and oral, including the ability to communicate appropriately in a range of contexts and to a variety of audiences.
- The ability to receive, understand and convey information and ideas effectively.
- Excellent interpersonal skills.
- The ability to prioritise, manage time effectively and work to deadlines.
- The ability to respond flexibly to a range of situations and needs.
- The ability to approach things freshly, with an open mind and to adapt to change.
- The ability to maintain focus and keep going despite setbacks and stressful situations.
- The ability to work in partnership with others in a receptive and respectful manner.
- The ability to engage with children, young people, their families and other agencies as appropriate.
- Strong and effective communication skills, both written and oral, including the ability to communicate appropriately in a range of contexts and to a variety of audiences.
- The ability to receive, understand and convey information and ideas effectively.
- Excellent interpersonal skills.
- The ability to prioritise, manage time effectively and work to deadlines.
- The ability to respond flexibly to a range of situations and needs.
- The ability to approach things freshly, with an open mind and to adapt to change.

- Experience of evaluating the quality of training or individual casework.





## Job profile

<ul style="list-style-type: none"> <li>• The ability to maintain focus and keep going despite setbacks and stressful situations.</li> <li>• The ability to work in partnership with others in a receptive and respectful manner.</li> <li>• The ability to engage with children, young people, their families and other agencies as appropriate.</li> </ul>	
<p><b>Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role</b></p> <ul style="list-style-type: none"> <li>• A professional qualification in educational psychology that meets BPS requirements</li> <li>• A qualified psychologist who is registered with the Health and Care Professions Council (HCPC)</li> </ul>	
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• Ability to travel across the County</li> <li>• Ability to attend meetings outside of normal business hours</li> <li>• Due to the sensitive nature of the duties the postholder will be expected to undertake an enhanced criminal record check as part of the recruitment process.</li> </ul>	
<p><b>Behaviours</b></p>	<p><a href="#">Link</a></p>

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.