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| **Post title:** | Area senior educational psychologist with special educational needs & disabilities responsibility |
| **Grade:** | Soulbury B Points 3-6 +3 SPA |
| **Responsible to:** | Deputy principal educational psychologist |
| **Staff managed:** | Manages a team of specialist professionals |
| **Directorate:** | Children and Young People’s Service |
| **Service:** | Educational Psychology and Early Years Service |
| **Job family:** | **E - Education/School** |
| **Date of issue:** | May 2024 |

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| Job context |
| * This is an important part of the Educational Psychology and Early Years Service, working directly to the Principal Educational Psychologist to manage an area team and to lead the delivery of an SEND service across the County
* To have a commitment to shared values and the common purpose of developing a culture if interagency working; including statutory bodies, third and private sector organisations.
* To ensure that strategic visions are translated into local plans in collaboration with professionals, partners and service users.
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| Job purpose | The core focus of this job is to:* Manage a team of Educational Psychologists (EPs), Early Years Advisory Teachers (EYATs) and Portage Home Visitors (PHVs) in one area of the County
* **Play a significant role in the strategic management of the EP&EY Service, including responsibility for co-ordinating the SEND work across the whole service**
* **Take part in strategic development work and contribute to the LA’s planning in respect of SEND within the Children & Young People’s Service**
* **Be responsible for the delivery of a co-ordinated, consistent, effective and efficient SEND service from Access & Inclusion to young children with special educational needs and disabilities, their families and carers across the County**

The post holder will do this by:* Being responsible for the co-ordination of EP&EY service delivery in one third of the County
* Being responsible for the performance management of staff in that area team
* Attending EPS management team meetings
* Meeting regularly with those who have protected time to do specialist SEND work
* Representing the Service and Access & Inclusion in contributing to the LA’s planning in respect of provision and the effective use of LA resources
* Assisting the Local Authority in its development, co-ordination and planning functions in relation to national strategies with particular regard to children and young people with special educational needs and disabilities
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| Operational Management: | * Ensure the effective delivery of an Educational Psychology and Early Years Service in an agreed area of the County
* Monitor and have oversight of the work of EPs delivering SEND services across the County
* Participate in a special educational needs advisory panel meetings so that there is a consistent approach to the implementation of policy, particularly in regard to the provision of Support Services
* Chair an Inclusion Funding Panel in the area to moderate the allocation of additional resources to young children in PVI settings and maintained nurseries
* Read and ensure the quality and consistency of advice from Educational Psychologists and Early Years Advisory Teachers for any statutory processes and sign them off
* Identify transition points and provide services that help to minimise the disruption
* Provide support to children, young people and their families where necessary
* North Yorkshire 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 Council Policies and Procedures.
* 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.
* To work with colleagues and others to maintain health, safety and welfare within the working environment.
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| Resource management: | * Be aware of issues to do with budgets, recruitment and other resource management
* Be responsible for performance management of the staff in the area team and carry out supervision and appraisals of EPs and EYATs in their team
* Undertake supervision, as necessary, of educational psychologists and others in training in their fieldwork practice

The 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.The 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.  |
| Partnerships: | * Be clear about internal agreements for working with colleagues in EP&EYS
* Work collaboratively with colleagues in other support services and Enhanced Mainstream Schools
* Establish appropriate working relationships with other colleagues in the SEND services
* Work to agreed protocols with colleagues in Quality and Improvement Service Group and those in Integrated Services
* Representing the whole Service or the Area Team in other partnership meetings as agreed or directed
* Understand your own role and be aware of its limits whilst providing care and support to others and signposting to other agencies
* 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
* Share experiences and initiate actions where these are needed to make improvements in working together
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| Strategic management: | * Assist the Local Authority in its development, co-ordination and planning functions in relation to national strategies with particular regard to children and young people with communication & interaction; cognition & learning; and sensory, physical & medical needs.
* Be responsible for the strategic development and leadership of the team of EPs who will have protected time for communication and interaction; cognition & learning; and sensory, physical & medical needs
* Take responsibility for the development and evaluation of the SEND elements of the Service Action Plan
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| Communications: | * Be clear in your language and communication with others
* Build open and honest relationships using language appropriate to the development of the child or young person and the family culture and background
* Ensure effective partnership working with parents and carers built on mutual respect
* Listen actively and respond with empathy
* Use your knowledge and skills to explain, summarise, question, inform, consult, negotiate and to help understanding
* Be able to write for and understand how others should write for different audiences, both formally and informally
* Be clear and concise in verbal and written communications
* Use the available technology to best effect to send, receive and disseminate information appropriately
* 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
* Encourage children and young people to share information in an appropriate context
* Be aware of when confidentiality is essential and in what circumstances it might be broken
* Know who to share information with and when; understand the difference between information sharing on individual, organisational and professional levels
* Provide specialist knowledge in the area of SEND to inform and advise colleagues appropriately in developing practice, expertise and understanding
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| Systems and information: | * Use existing data systems to bring together shared information to use for evaluation and planning purposes
* Provide data as required for monitoring and evaluation of service delivery
* Log work using Impulse, Wisdom and any other systems agreed within the Service or within the Directorate
* To comply with the Council’s policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality
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| Safeguarding: | * Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
* Recognise and take considered action in such situations
* Use trust and understanding to make considered judgements
* Involve children and young people when taking action on their behalf
* Communicate, record and report appropriately using Common Assessment Framework (CAF), Integrated Children’s Systems (ICS), Impulse, electronic document record management systems (eDRMS Wisdom) or other agreed systems
* Know your role as an experienced psychologist in supporting and promoting child development
* Understand and explain behaviour in the context in which it arises
* 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
* 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
* 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.
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| Person specification: |  |
| Essential | **Desirable** |
| Knowledge and Experience* In depth knowledge of current guidance and legislation with respect to SEND services
* Knowledge of statutory requirements, including requirements in respect of Data protection and Freedom of Information
* Recent management / leadership experience in an educational psychology service
* Experience of successfully working as an EP in a variety of contexts, inc some experience of SEND services
* Experience of supervising or appraising staff
 | * Knowledge and understanding of Local Authority policy, procedures and political context
* Knowledge of relevant legislation; research documents.
* experience of the management of resources, including human and financial resources
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| Occupational Skills* Ability to assimilate new initiatives, technology and software and interpret information.
* Able to negotiate targets, monitor their delivery and evaluate practice
* Good interpersonal and communication skills, both written and oral.
* Ability to lead and contribute to CPD and workforce development
* Ability to work on own initiative
* Able to work under pressure in order to meet deadlines,
* Able to determine priorities and delegate where necessary

Proven ability to:* listen to and respect the views of others
* state own ideas clearly and objectively
* challenge when appropriate
* ask for and act upon advice
* support colleagues
 | * Has demonstrable skills in planning for service delivery
* Able to evidence successful practice in assuring quality of service delivery and practice
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| Behaviours * [link](https://www.northyorks.gov.uk/your-council/our-role-structure-and-objectives#accordion-content-0-0)
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| Professional Qualifications* A professional qualification in educational psychology that meets BPS requirements
* A qualified psychologist who is registered with the Health Professions Council (HPC)
 | * A management qualification.
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| Other Requirements* Ability to travel across the County to get to appointments in a timely fashion
* Ability to attend meetings outside of normal business hours on occasions
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| Career progression: |
| * At NYC we value our employees, and as part of this we can provide wider opportunities to progress in your career. Through discussion with your manager identify areas of interest and consider avenues to progress to them, e.g. apprenticeships and work shadowing/coaching.
* As a large council we have a range of roles, across our services, and can provide a wealth of career and development opportunities to help our employees find fulfilling career development opportunities.
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| Structure |
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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.