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| **Post title:** | Assistant Educational Psychologist |
| **Grade:** | Soulbury Assistant EP Scale 2-5  |
| **Responsible to:** | Area Senior Educational Psychologist |
| **Staff managed:** | None |
| **Directorate:** | Children and Young People’s Service |
| **Service:** | Educational Psychology |
| **Job family:** | **E - Education/School** |
| **Date of issue:** | May 2024 |

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| Job context |
| * To enable the postholder to acquire a range of skills and experience in preparation for professional training as an Educational Psychologist.
* To assist the Educational Psychology Service in providing an efficient, responsive and professional service for young people 0-25.
* To assist qualified EP colleagues in providing psychological assessment, advice, consultation, training and intervention, under supervision.
* The post requires a high level of collaborative input. The postholder will have to work proactively alongside qualified EP colleagues and other professionals within the locality hubs, acting as an integral part of the locality team
* The postholder will have to remain within boundaries of professional competence and current skills/knowledge at this relatively early stage of their psychological career. At the same time they will need to be creative and flexible in working within these boundaries.

Job Specifics* To assist qualified EP colleagues in the provision of psychological assessment and advice across the full range of their EP work.
* To carry out initial investigations and assessment of the needs of identified children and young people, including pre-school children, and to offer consultation and advice to educational staff as appropriate.
* To assist qualified EP colleagues in consultation and intervention work. To deliver specified psychological interventions with individual children or groups of children for the purposes of training and supporting others.
* To assist qualified EP colleagues in providing training and project work.
* To contribute to effective data collection, collation, analysis and evaluation.
* To participate in supervision, induction and appraisal within the team’s and services agreed procedures.
* To undertake further professional development to meet identified objectives.
* To keep clear and accurate records of work, writing reports as required, using ICT where appropriate.
* To attend staff meetings and other meetings as required and to contribute to the ongoing development and continuous improvement of the service.
* To work, as appropriate, with colleagues from other teams and services in order to achieve agreed objectives in line with team, service and directorate priorities.
* To work proactively but within the bounds of professional competence and in line with professional boundaries upheld by the service.
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| Job purpose | To enable the postholder to acquire a range of skills and experience in preparation for professional training as an Educational Psychologist. |
| Operational Management: | * Although the postholder will work under the direct supervision of qualified Educational Psychologists, they will be expected to undertake delegated decision making.
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| Resource management: | * Undertake regular supervision with qualified Educational Psychologists who are registered with the HCPC.
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| Partnerships: | * To work under the supervision of Educational Psychologists registered with the HCPC.
* Treat customers with respect.
* Look to improve efficiency/effectiveness of services to customers.
* 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.
* Communicate effectively with other practitioners and professionals by listening and ensuring that you are being listened to.
* Know your main job and responsibilities within your working environment.
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| Strategic management: | * To work with qualified EPs in order to negotiate work with schools according to the Eligibility Criteria.
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| Communications: | * The postholder is required to communicate effectively and efficiently, and to contribute towards high class training. The range of contacts and relationships includes children and young people, parents and carers, head teachers, teachers, teaching assistants, other education professionals, professionals from other agencies such as social care, health and the voluntary sector.
* 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.
* To develop and maintain good working relationships with parents and other family members.
* Communicate effectively with all children, young people, families and carers.
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| Systems and information: | * Use technology effectively.
* Use technology to manage 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 Synergy, Wisdom and any other systems agreed within the Service or within the Directorate.
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| Safeguarding: | * Knowledge of safeguarding procedures.
* 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 Synergy, electronic document record management systems (eDRMS Wisdom) or other agreed systems.
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| Person specification: |  |
| Essential | **Desirable** |
| Knowledge and Experience* Psychological knowledge which meets the Graduate Basis for Registration (GBR) standards set by the British Psychological Society (BPS), such as a good honors degree in psychology (2:1 or above) conferring GBR.
* Knowledge and understanding of a range of psychological theories and models relevant to application in school and settings.
* An understanding of the key legislation and government guidance that supports SEN.
* Understanding of current issues in the field of special educational needs and school improvement and demonstrate a commitment to inclusive practice.
* A good understanding of child and adolescent development and principles of applied psychology.
* Knowledge of relevant current trends in education.
* 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 working directly with teachers, and groups or individual children and young people.
* Relevant post graduate experience 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.
 | * Knowledge and implication of other relevant legislation for the work of educational psychologists.
* Knowledge of current research in the area of applied educational psychology.
* At least two years post graduate experience working with children and young people.
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| 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.
* The ability to undertake, and report in writing, direct assessment and intervention work with groups and individual children.
* The ability to collate, analyse and present data in a variety of formats.
* The ability to plan and deliver in service training to teaching and other support staff.
* Good presentation skills.
* Sound IT skills.
* To be committed to using performance reviews, professional support and supervision to continually reflect upon practice and identify and implement personal and professional development.
 | * A range of consultation, problem solving, assessment and intervention skills appropriate to the application of psychology in education settings.
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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* Psychological knowledge which meets the Graduate Basis for Registration (GBR) standards set by the British Psychological Society (BPS), such as a good honors degree in psychology (1st or 2:1), or equivalent Masters degree, conferring GBR, which is required for entry onto Doctorate in Educational Psychology courses
* Relevant and varied work with children and young people.
 | * Membership of the British Psychological Society
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| Other Requirements* Ability to travel across the County.
* Ability to attend meetings outside of normal business hours.
* 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.
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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.

It is expected that those employed as Assistant Educational Psychologists will apply for the Doctorate in Educational Psychology in order to become a fully qualified Educational Psychologist. |

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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.