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| **Post title:** | (Specialist Practitioner) Educational Psychologist |
| **Grade:** | Soulbury A points 2-7 + 3 SPA |
| **Responsible to:** | Area Senior Educational Psychologist |
| **Staff managed:** | None |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Job family:** | **P&T - Professional & Technical** |
| **Date of issue:** | April 2023 |

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| 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 |

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| Operational management: | * Provide strategic direction and support to SENCOs within schools including analysis of professional development needs locally, supporting the delivery of all phase SENCo networks. * Contribute to the development of a county wide 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. * Know your role as a 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 * 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 |
| Resource management: | * Undertake supervision, as necessary, of trainee educational psychologists and others in training in their fieldwork practice |
| Partnerships: | * Use the available technology to best effect to send, receive and disseminate information appropriately and keep communication open * Ensure a strong collaborative culture within the locality team * Representing the Area Team in other partnership meetings as agreed or directed |
| Strategic management: |  |
| 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 * 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 * 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 |
| Systems and information: | * 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 |
| 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 |

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| Person Specification: |  |
| Essential | **Desirable** |
| Knowledge and Experience   * In depth knowledge of current guidance and legislation * Knowledge of statutory requirements, including requirements in respect of Data protection and Freedom of Information * Experience of successfully working as an EP | * Knowledge and understanding of Local Authority policy, procedures and political context * Experience of supervising or appraising staff * Experience of the management of resources, including human and financial resources |
| 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 * Has demonstrable skills in planning for service delivery * Able to evidence successful practice in assuring quality of * 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 |
| Behaviours  [Link](http://www.northyorks.gov.uk/article/23524/What-you-should-know-before-applying-for-a-job) |  |
| Professional Qualifications   * A professional qualification in educational psychology that meets BPS requirements * A qualified psychologist who is registered with the Health Professions Council (HPC) |  |
| Other Requirements |  |

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

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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.