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| **Post title:** | Specialist Senior, Educational Psychologist |
| **Grade:** | Soulbury B points 3-6 + 3 SPA |
| **Responsible to:** | Lead Educational Psychologist |
| **Staff managed:** | Manages a team of specialist professionals |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Job family:** | **P&T - Professional & Technical** |
| **Date of issue:** | 22/06/2023 |

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| Job context |
| The strategic direction for the development of SEND in NY is underpinned by a strategic plan for SEND and the DFE Action plan for SEND and AP, 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:   * Take a lead on an area of specialist work for North Yorkshire Council, NYC (such as Attachment and Trauma Aware School Project, closely aligned to the Attachment Research Community) * Provide case supervision to the Virtual School staff for complex cases   Job Specifics  This is an important role within the Educational Psychology Service, managing a highly regarded council project across the county, promoting cutting edge practices to support children and young people, and striving for integrated working across agencies:  The post will include the expectation to:   * Work with schools including the Virtual School at individual and systemic levels to drive forward the authority Attachment and Trauma Aware Project * Contribute significantly to transformational change in provision and services across directorates managing relationships, culture, and people across agencies. |

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| Operational management | The job purpose is to:   * Ensure that strategic visions are translated into local plans in collaboration with professionals, partners, and service users. * Enable the effective delivery and evaluation of projects for example the NYC Attachment and Trauma Aware School Project, supporting schools to develop trauma responsive practice * Ensure all training, coaching, supervision is kept up to date with the latest neuroscience and evidence base in this field * Develop effective evaluation of projects such as the Attachment /Trauma aware project and initiate further research as agreed with Virtual Schools Head teacher * Support schools to develop action research to support embedding of practice * Provide effective supervision to key staff such as Virtual school staff and where agreed provide further multi-agency consultation for schools * Deliver problem solving approaches, such as Circle of Adults, PATH, Solution Circles, MEPs around complex casework * Lead the further development of support networks such as NYC Trauma/Emotion Coaching Interest Group, the regional Emotion Coaching NE network and the North Attachment Research Community group * Ensure effective collaboration with key stakeholders to build capacity and maximise outcomes for children and young people across locality services * Enable regular audit of services and ensure that those services are compliant with national good practice, guidance, regulations, legislation including Ofsted frameworks. * Maintain close partnerships with complementary agencies and deliver joint working where appropriate e.g., Joint training with Psychologically Informed Partnership Approach, PIPA Psychologists to Foster Carers * Across Inclusion, where appropriate provide specialist direction and support to SENCO networks with a focus on the needs of vulnerable learners * Contribute to the development of a county wide workforce development framework for SEND and Inclusion. * Work with the Virtual school to support the education and wellbeing of vulnerable young people, reduce barriers to learning and promote inclusive practice. * Actively seek opportunities for transformation of services and provision to meet the needs of children and young people and ensure cost effectiveness. * Create and maintain effective networks with locality professionals across agencies to promote effective working practice and strategic planning. * Support service development to ensure services maintain relevance in a changing political and evidence context * Know your role as a psychologist in supporting and promoting child development * Understand and explain a young person’s presentation 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 |
| 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 positive working relationships * Support the establishment of 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 * Work with Virtual staff to 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 |
| Partnership / corporate working | * Use the available technology to the best effect to send, receive and disseminate information appropriately and keep communication open * Establish a strong collaborative culture within the locality Virtual School and EPS team, and as a senior member of the Virtual School team, support this culture development across agencies * Representing the whole Service or an Area Team in other partnership meetings as agreed or directed |
| Resource management | * Support the lead/ principal EP with budgets, recruitment, and other resource management issues * Be responsible for case situation supervision of Virtual School staff * Undertake supervision, as necessary, of educational psychologists and others in training in their fieldwork practice |
| 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 |
| Safeguarding | * Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and meet. * 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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| **Data Protection** | * To comply with the County Council’s policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality. |
| **Health and Safety** | * 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. |
| **Equalities** | * 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 |  |
| Knowledge   * In depth knowledge of current guidance and legislation * Knowledge of statutory requirements, including requirements in respect of Data protection and Freedom of Information * Expert level knowledge of Educational Psychology * Detailed understanding of the needs of young people who may have experienced Relational Attachment difficulties or developmental trauma | Knowledge and understanding of Local Authority policy, procedures, and political context |
| Experience   * Recent management / leadership experience in an educational psychology service * Experience of successfully working as an EP in a variety of contexts, including working with care experienced young people / multi-agency teams * Experience of supervising or appraising staff | Experience of the management of resources, including human and financial resources |
| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role   * A professional qualification in educational psychology that meets BPS requirements * A qualified psychologist who is registered with the Health Professions Council (HPC) Professional Qualifications | A management qualification |
| Other Requirements   * Ability to travel across the County * Ability to attend meetings outside of normal business hours |  |

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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.