

Post title:	Trainee Educational Psychologist
Grade:	Soulbury Trainee EP Scale 2-6
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:	Jan 2025

Job context

- To improve outcomes for children and young people with SEND and additional needs aged 0-25.
- To provide high quality psychological practice in consultation, assessment, intervention, training and systems work under supervision of a qualified EP.
- The post requires a high level of collaborative input. The postholder will have to work proactively alongside qualified EP colleagues and with other professionals within the locality hubs.
- To acquire a range of skills and experience to qualify as an Educational Psychologist.
- This role is subject to an enhanced Disclosure and Barring Service check.

Job purpose

To deliver psychological services to schools in the authority and to acquire the skills and experience required to qualify as an Educational Psychologist.

Operational Management:

- The postholder will work under the direct supervision of qualified Educational Psychologists. They will be expected to be able to work independently and under their own initiative.
- Work directly with schools and settings to embed consistent inclusive practices and the early identification of and intervention with children and young people with additional needs.
 - Provide assessment and intervention services to children and young people 0-25 and their families.
 - Apply psychology in the creative and efficient promotion of inclusion
 - Provide effective advice, psychological assessment and evidence-based intervention in order to improve outcomes and promote inclusion of children and young people with SEND (within the framework of the SEN Code of Practice (2015) and Children and Families Act (2014).
 - Participate in Educational Psychology Team projects and service developments.
 - Improve own practice through induction, supervision, reflection, and appraisal within the team's and services agreed procedures.
 - Work collaboratively with colleagues, knowing when to seek help and advice.
 - Contribute to the overall ethos, work, and aims of the service by attending relevant meetings, training days/events as requested.
 - Advocate for vulnerable children/young people and ensure their welfare is paramount.
 - To undertake further professional development to meet identified objectives.

	<ul style="list-style-type: none"> 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 within the bounds of professional competence and in line with professional ethical practices upheld by the service.
Resource management:	<ul style="list-style-type: none"> Undertake regular supervision with qualified Educational Psychologists who are registered with the HCPC. Responsible for the resources necessary for their work and development (e.g. office equipment, assessment and intervention materials, local induction, and facilities).
Partnerships:	<ul style="list-style-type: none"> 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.
Strategic management:	<ul style="list-style-type: none"> To work with schools and partners to apply psychology creatively and improve outcomes for Children and young people.
Communications:	<ul style="list-style-type: none"> 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.
Systems and information:	<ul style="list-style-type: none"> 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.
Safeguarding:	<ul style="list-style-type: none"> 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.

Person specification:

Essential

Knowledge and Experience

- Knowledge and understanding of successfully applying psychology creatively in schools and settings
- Knowledge and understanding of a range of consultation, problem solving, assessment and intervention skills appropriate to the application of psychology in education settings.
- Knowledge of evidences in current research in the area of applied educational psychology.
- A good understanding of the SEND Code of Practice 2015 and underpinning principles in practice
- Understanding of current issues in the field of special educational needs and demonstrate a commitment to inclusive practice
- Knowledge of current guidance and legislation and relevant current trends in education.
- Experience of working directly with teachers, and groups or individual children and young people.
- Experience of multi-agency working.

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 reflect in supervision and with colleagues
- 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 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

Desirable

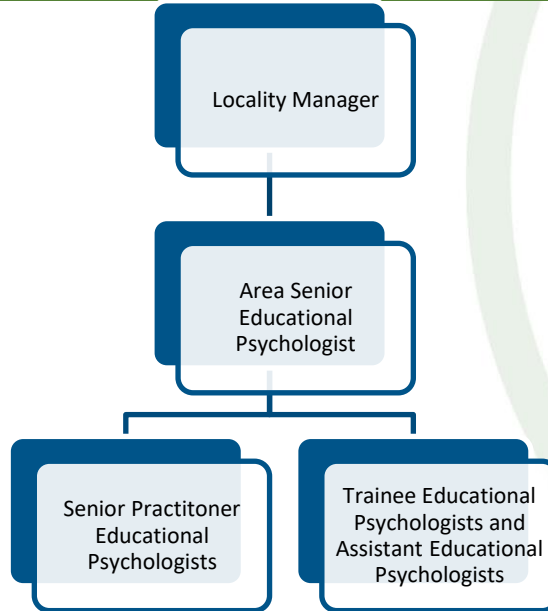
- Knowledge and implication of other relevant legislation for the work of educational psychologists.
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<p>support staff.</p> <ul style="list-style-type: none"> • Good presentation skills. • Good IT skills. • To be committed to using performance reviews, professional support and supervision to continually reflect upon practice and identify and implement personal and professional development. 	
<p>Behaviours</p> <ul style="list-style-type: none"> • link 	
<p>Professional Qualifications</p> <ul style="list-style-type: none"> • 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, Relevant and varied work with children and young people. 	<ul style="list-style-type: none"> • Membership of the British Psychological Society
<p>Other Requirements</p> <ul style="list-style-type: none"> • Ability to travel across the County. • Ability to attend meetings outside of normal business hours. • Be enrolled on Doctoral level Professional training for Educational Psychology. <p>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.</p>	

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.

Structure



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.