

Access and Inclusion

Educational Psychology Service

Assistant Educational Psychologist

Job Description and Person Specification

April 2017

## Job Description

Job Title:	Assistant Educational Psychologist
Department:	
Function:	Access and Inclusion
Team:	Educational Psychology Service
Post number:	
Grade:	Soulbury EPA1
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	37 hours, Monday to Friday, 52 weeks per year
Base location:	91 Ray Lodge Road, Woodford Green, IG8 7PG
Reports to: <i>Job title</i>	Principal Educational Psychologist
Responsible for: <i>Job titles of direct reports</i>	<b><i>'No direct line management'</i></b>
Role purpose and role dimensions: <i>Overview of the job</i>	<p>To assist the Educational Psychology Team by undertaking a range of supervised assessments and interventions related to children and young people with behaviour and Social and Emotional and/or additional educational needs and their schools and settings.</p> <p>To assist the Educational Psychologists working in schools and other settings to meet the needs of children.</p> <p>To work closely within the team supporting Schools, pupils, families to ensure young people are included with their mainstream settings.</p> <p>To participate and provide knowledge and advice within multi-disciplinary meetings.</p> <p>To undertake supervised consultation and assessment activities, ensuring the involvement of the child/young person, educational setting, and parent(s) or carer(s).</p> <p>To support interventions in a range of Redbridge schools under the direction of the <b>school's Educational Psychologist</b></p> <p>To undertake supervised casework related to targeted children and young people.</p> <p>To maintain effective records and produce clear reports of interventions.</p> <p>To work within a multi-professional team and attend relevant meetings.</p> <p><b>To participate in and contribute to the Team's professional development, support and performance management programmes in accordance with the Development Plan and Redbridge borough requirements.</b></p> <p>To attend team meetings as required.</p> <p>To contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team.</p> <p>To support research work being carried out by Educational Psychologists within the service.</p> <p>To undertake such other duties as may reasonably be required from time to time by the Director of People</p> <p>To work with groups or individual children in school</p> <p>To gather information for Educational Psychologist through observations, assessments, discussion, use of schedules and open tests</p> <p>To provide feedback of information and ideas to schools, parents and carers, following discussion with Educational Psychologist</p> <p>To give advice, suggestions and implementing programmes</p> <p>To prepare and apply for post graduate training</p>

Key external contacts: <i>Organisations</i>	Schools (including PRUs) CAMHS Local Authorities (All London boroughs and nationally) Local Health Service New Rush Hall Group Police
Key internal contacts: <i>Job titles or groups of staff</i>	Behaviour and Inclusion, EPS Social Care Youth Offending Service SEN EWS Early Intervention Service
Financial dimensions: <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i>	n/a
Key areas for decision making:	
Other considerations: <i>E.g. working patterns</i>	This post will involve working within Behaviour and Inclusion and the EPS.

Key accountabilities and result areas:	Key elements: This will involve:
To work closely within the team supporting Schools, pupils, families to ensure young people are included with their mainstream settings.	Attend meetings Share knowledge and good practice Information gathering Multi-agency working
To participate and provide knowledge and advice within multi-disciplinary meetings.	Working with classroom teachers, teaching assistants, parents and other professionals involved with the child.
To undertake supervised consultation and assessment activities, ensuring the involvement of the child/young person, educational setting, and parent(s) or carer(s).	Work to be assigned by the Educational Psychologist.
To support interventions in a range of Redbridge schools under the direction of <b>the school's Educational Psychologist</b>	In discussion with Educational Psychologist and/or members of Behaviour and Inclusion team.
To undertake supervised casework related to targeted children and young people.	Following LA data protection procedures in line with DECP guidance Report writing

To maintain effective records and produce clear reports of interventions.	Organising, attending and chairing meetings, taking minutes, setting agendas, circulating material.
To work within a multi-professional team and attend relevant meetings.	Presenting research, being part of a peer support team, attending team meetings, reading groups, reading and commenting on research papers. Completing training, provide training to colleagues both in EPS and other Redbridge teams (eg Social care and Health)
To participate in and contribute to the <b>Team's professional development, support</b> and performance management programmes in accordance with the Development Plan and Redbridge borough requirements.	Responsible for keeping up with changes in psychological theory and practise and be part of considering organisational changes to meet demands.
To contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team.	Attending school meetings Providing support to schools and families. Consulting with the school EP
To gather information for Educational Psychologist through observations, assessments, discussion, use of schedules and open tests	Meeting with class teachers, teaching assistants, parents and carers. This may involve providing written feedback or short presentations.
To provide feedback of information and ideas to schools, parents and carers, following discussion with Educational Psychologist	This will involve working in small groups to model interventions with class teachers, learning support assistants and other pupils.
To give advice, suggestions and implementing programmes	Classroom observations, individual assessments, discussions with parents and class teachers, use of standardised and non-standardised assessments.
To assist the Educational Psychology Team by undertaking a range of supervised assessments and interventions related to children and young people with behaviour and Social and Emotional and/or additional educational needs and their schools and settings.	The majority of this work will involve initial consultations to establish background information and signpost next steps. Being aware of the range of interventions and support available for children with emotional and behavioural difficulties. This may involve conducting research and attending training provided by the borough and external providers.
To assist the Educational Psychologists working in schools and other settings to meet the needs of children.	Working alongside Educational Psychologists in schools to carry out consultations assessments and interventions and reviews
To support research work being carried out by Educational Psychologists within the service.	Data collection, analysis, interpretation and presenting research to schools and other providers. This could involve training other professionals and parents and/or children themselves.
To prepare and apply for post graduate training	Attending open days, open evenings at universities running professional doctorates in educational and child psychology.

General accountabilities and responsibilities	
Green Statement	<p>This will involve:</p> <ul style="list-style-type: none"> <li>Seeking opportunities for contributing to sustainable development of the <b>borough, in accordance with the Council's commitment</b> to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.</li> </ul>
Data Protection/Confidentiality	<p>This will involve:</p> <ul style="list-style-type: none"> <li>Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles.</li> <li>Complying with the Code of Conduct, other practice guidelines and the rules <b>and protocols defining employees' access to and use of the Council's databases</b> and systems. Any breaches could result in disciplinary measures.</li> <li>Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> <li>Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.</li> </ul>
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> <li>Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.</li> </ul>
Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> <li><b>Complying with the Council's strong commitment to achieving equality of opportunity and outcomes</b> in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.</li> </ul>
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> <li>Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.</li> </ul>
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> <li>Being responsible for your own Health &amp; Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</li> </ul>

To contribute as an effective and collaborative member of the team	<p>This will involve:</p> <ul style="list-style-type: none"> <li>▪ Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>
Flexibility	<p>This will involve:</p> <ul style="list-style-type: none"> <li>▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your the grading level and competence.</li> </ul>

Person Specification

Job Title:	Assistant Educational Psychologist		
Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important		A - I – T	Weighting
Minimum education/ qualifications:	Good honours degree in Psychology or equivalent	A	3
	Eligibility for Graduate Basis for Chartered Membership (GBS) with the British Psychological Society	A	3

Minimum experience/ knowledge/ skills:	Demonstrable evidence of relevant experience working with children or young people (0-25).	A, I	3
	Evidence of understanding of educational systems and practice in England	A, I	3
	Demonstrate ability and motivation to continue learning and evidence of learning and development since finishing the degree	A, I	2
	Commitment to collaborative working with other professionals and parents	A, I	3
	Belief in involving children and young people in decisions regarding their education and clear commitment to supporting the development of children and young people	A, I	3
	Ability to learn quickly and adapt to change	A, I	3
	Understanding of inclusive practices which promote person centred approaches	A, I	3
	Experience required of participating in multi-disciplinary meetings	A, I	2
	Able to describe discuss different ways of problem solving in educational settings	A, I	2
	Able to describe examples of when they have worked as a group to learn or problem solve.	A, I	3
	To give examples of working with diverse groups of people	A, I	3
	Awareness of safeguarding practices when working with children and young people	A, I	3
Minimum behaviours: Customer service	Resilient and adaptable with the ability to work within an environment of conflicting priorities whilst managing time and prioritising work to meet agreed deadlines.	A, I	3
	Excellent negotiation and problem solving skills	A, I	3
Communicating and influencing others	Ability to communicate new ideas and deliver on subsequent plans	A, I	3
Working together	Experience of working with senior LA and School staff	A, I	2
	Ability to work as part of a team and lead as required	A, I	2
Analysis and judgement	Ability to reflect and identify need for support	A, I	2

Special conditions:	Valid driving licence and use of vehicle for work would be an advantage as the post holder will be required to travel to various locations within the borough on a regular basis.	A	2
Signature of Employee:	Name:	Date:	