London Borough of Redbridge

Senior Educational Psychologist

Educational Psychology Service

Job Description and Person Specification

Job Description

Job Title:	Senior Educational Psychologist
Service Area:	Education and Inclusion
Team:	Educational Psychology
Post number:	CT0296
Grade:	Soulbury Scale B: Points 8-11 (plus 3 SPA points) plus Outer London Weighting Salary: £69,957 - £74,199 (plus 3 SPA points) and additional £2,600 Outer London Weighting
Hours/weeks:	Full time or can be discussed
Base location:	Ray Lodge Childrens Resource Centre
Reports to:	Principal Educational Psychologists
Responsible for:	Main Grade Educational Psychologists
Role purpose and role dimensions:	To offer strategic leadership and professional supervision to members of the Educational Psychology team in order to secure positive outcomes for vulnerable children and young people through a range of statutory and effective and flexible psychological service in educational settings and all our client groups.
Key external contacts:	Schools and other education and community settings. Health Services
Key internal contacts:	SEN team Social Care SEaTSS Youth Offending Service EWS
Financial dimensions:	NA
Key areas for decision making:	Advice for statutory assessments and resource allocation

Other considerations: *E.g. working patterns*	We work in a hybrid way, conducting face to face visits as well as sometimes working remotely using platforms such as Microsoft Teams. This post will usually involve travelling to multiple locations all over Redbridge, mainly between school settings and other key service locations.

Key accountabilities and result areas:	-Promote equality of opportunity and diversity for all educational psychologists. -Maintain personal and professional development to meet the changing demands of the job, participate in appropriate CPD, training/development activities and encourage and support staff in their development and training. -Ensure policies and procedures with regard to the safeguarding of children, young people and vulnerable adults are followed at all times.
Role Responsibilities **Senior Role**	-Contribute to formulation of and delivery of Experts at Hand -Play a pro-active role in providing a highly professional service for children and young people, parents/carers and professional colleagues. -Contribute to the processes of team and service development, planning and policy making and review. -Support with coordination and supervision of educational psychologists. -Provide psychological supervision to educational psychologists. -Provide line management to educational psychologists, report moderation and appraisal. -Ensure the work of educational psychologists within the team is of the highest quality and meets standards set out by the HCPC, relevant statutory duties and any quality assurance frameworks. -Support with induction of educational psychologists who are new to the team. -Deputise for the Principal EPs in appropriate circumstances. -Co-ordinate an approach and support with critical incidents. -Undertake such duties appropriate to the post as may be required by the PEPs -Specialism and responsibility area in line with Service requirements and personal interests
Statutory SEN processes	**This will involve:** To advise the Director of Childrens Services and other relevant officers on the needs of children and young people within the framework of current legislation and statutory duties. To be fully conversant with relevant legislative frameworks and guidance, council policies and service guidelines and standards so that appropriate advice and support may be given. To advise the Local Authority regarding children subject to SEND Tribunal appeals and to attend Tribunal Hearings where appropriate.

Preventive casework	**This will involve:** To advise on the needs of individual children, groups of children and organisations when appropriate. To provide a consultation service to schools, parents and professionals with regard to concerns about children and young people. To develop and maintain the full range of professional knowledge, skills and experience to satisfy the requirements of the post. To liaise with staff of other agencies when appropriate. Continue to deliver and promote the work of the EPS through service level agreements in schools. Deliver educational psychology support to schools and other educational settings. Provide a high quality educational psychology service to children and families in educational settings.
School focussed work	**This will involve:** To provide an educational psychology service to a designated group of educational establishments. To support schools regarding critical incidents. To offer support on issues relating to the development of educational provision.
Record keeping and report writing	**This will involve:** To keep appropriate written documentation within the framework of service guidelines and the policy of confidentiality.
Training and projects	**This will involve:** To contribute to in-service training programmes, research and other projects in consultation with other team members. To contribute to policy development when requested.

Team focussed activities	**This will involve:** To attend service team meetings and professional development days. To participate fully in the development of the Educational Psychology Service Development Plan. To participate fully in the service programme of professional support meetings.
General accountabilities and responsibilities	
Green Statement	**This will involve:** ▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. Demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.
Data Protection/Confidentiality	**This will involve:** ▪ 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. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	**This will involve:** ▪ 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.
Safer Working	**This will involve:** ▪ 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.

Equalities	**This will involve:** ▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes 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.
Customer Care	**This will involve:** ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	**This will involve:** ▪ Being responsible for your own Health & 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.
To contribute as an effective and collaborative member of the team	**This will involve:** ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.
Flexibility	**This will involve:** ▪ 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 the grading level and competence.

Person Specification

Job Title:	Senior 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:	An honours degree in Psychology	A	3
	A postgraduate qualification at Masters or Doctorate level which is acceptable to the Association of Educational Psychologists and the British Psychological Society as constituting Professional training as an Educational psychologist.	A	3
	Registration with Health & Care Professions Council or eligible to be registered in the case of newly qualified educational psychologists	A	3
Minimum experience/ knowledge/ skills:	Significant and relevant experience working with children and young adults	A-I	3
	Experience of applying psychological theory in the full range of work with children, young adults, families and schools	A-I	3
	Competence in the appropriate use of information technology for management and administration.	A	3
	Detailed knowledge of relevant legislation and understanding of issues within education, special educational needs and educational psychology.	A-I	3
	Knowledge and experience of the current range of approaches and techniques available to educational psychologists.	A-I	3
	Ability to demonstrate a commitment to anti-discriminatory, anti-oppressive and inclusive practice in a professional context.	A-I	3
Minimum competencies: Customer service	Understanding of the need to provide a customer focussed service to children, young adults, families, schools and other settings.	A-I	3
Communicating and influencing others	Effective written communication skills	A	3
	Good personal communication skills in working with professional colleagues, parents and others in the community.	I	3
Working together	Ability to maintain good working relationships with colleagues	A-I	3
Analysis and judgement	Ability to process information effectively and efficiently from a wide range of sources and formulate appropriate action in working with individuals, groups and institutions and at the wider level of policy and project development	I	3

Planning, organising & achieving results	Ability to manage and prioritise effective use of time against personal workload commitments, policy priorities and other demands. Ability to organise and prioritise own work Ability to work to deadlines Ability and commitment to working within a team in order to plan work and meet agreed targets	A-I A-I A-I A-I	3 3 3 3
Adaptability	Ability to use a wide range of assessment and intervention skills approaches and to choose techniques appropriate for the situation Ability to work with children and families from a wide range of religious and cultural backgrounds. Ability to apply a range of psychological theories and approaches across a range of contexts	A-I A-I A-I	3 3 3
Leadership and managing people *(for those with line management responsibility)*	Experience of Leadership skills such as: -leading a strategic activity or task and finish group -leading on an area of development -supervising psychologists/trainees/assistants and/or other professionals. -working with stakeholders/agencies/community groups to impact at borough level	A-I	3
Strategic perspective *(for senior management posts)*	Experience of: -leading a strategic activity or task and finish group -leading on an area of development -working with stakeholders/agencies/community groups to impact at borough level	A-I	3
Special conditions:	This post is subject to a Disclosure and Barring Service check, and is a designated Safety Critical post		
Signature of Employee:	**Name:**	**Date:**	