



## **JOB DESCRIPTION**

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| <b>Job Title:</b>   | Senior Educational Psychologist   |
| <b>Salary:</b>  | Soulbury Range: 5 - 11  |
| <b>Responsible to:</b>  | Director of Inclusion & Trust SEN Leads (Primary & Secondary)   |
| <b>Direct Supervisory Responsibility for:</b>                 | None  |
| <b>Important Functional Relationships: Internal/External:</b> | TPAT Education Leads, Trustees, Headteachers, Senior Leadership Teams, DSLs, SENDCo, Pastoral Teams, Pupils/Students, Teachers & Support Staff.<br><br>Local Education Authority Education Welfare Team, Social Services Staff, Special Education and Child & Family Services |

### **Main Purpose of the Job:**

- To deliver an Educational Psychology Service to all TPAT schools.
- Working with schools to deliver personalised support that puts the child and family at the centre and promotes child development.
- To provide quality, child focussed advice in a timely manner to support schools and families.
- Promote and facilitate improved outcomes for vulnerable children and young people in Cornwall, particularly those with special educational needs through the application and delivery of high quality educational psychology services.

### **Main Duties and Responsibilities:**

- To work with schools to embed consistent and inclusive practices across the Trust.
- To support school staff with the early identification of children and young people with additional needs and offer advice and support.
- To develop and provide strategies and interventions to support schools and to provide educational psychology statutory duties for children and young people.
- To work with parents and families and build partnerships with other services and agencies as needed to support the most vulnerable children in the Trust.
- To promote the development of all children, young people and carers through the use of applied psychology.
- To apply a variety of assessment techniques and strategies and interpret data to develop individual educational plans for learning and social and emotional needs in collaboration with others.
- To act as a consultant on psychological matters with parents, carers, teachers and other professionals working with children and young people.
- To contribute advice and information relating to the educational needs and psychological development of individual children and to assist in the development and implementation of the Trust's policies on meeting the needs of children and their parents and schools. This will include representation on and contribution to meetings and panels as required.

- To prepare and maintain written records.
- Provide statutory professional advice in accordance with Children and Families Act 2014 and statutory guidance (ie the SEND Code of Practice) including associated processes.
- To ensure that any concerns you may have of a child protection/children in need nature are reported to the designated person in line with the Trust's child protection procedures.
- To promote equality, diversity and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand duties and responsibilities for safeguarding children and young people as they apply to the role with the Trust.
- To adhere to security controls and requirements as mandated by the Trust's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems.
- To provide information as and when required for data analysis, evaluation and report writing for the Director of Education to present to the Board of Trustees.
- To undertake such other tasks as may be reasonably required by the Director of Education, commensurate with the level of the post.

#### General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all School and Trust policies and procedures;
- To undertake mandatory training as required by the School / Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.



**PERSON SPECIFICATION – Senior Educational Psychologist**

| Person Specification                   | Essential   | Desirable  | Recruiting Method                                     |
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| <b>Education and Training</b>          | <p>English and Maths qualifications to a minimum of GCSE grade C or equivalent</p> <p>An Honours Degree in Psychology or recognised equivalent qualification</p> <p>Substantial relevant experience working with children in education or children’s services or both</p> <p>Successfully followed a course of specific post graduate professional training as an educational psychologist (doctoral level since 2008)</p> <p>Registered to practise with the Health &amp; Care Professions Council (HCPC)</p> <p>Relevant Child Protection and Safeguarding training</p> | <p>Qualifications in Social, Emotional, Behavioural and Learning Support difficulties or equivalent</p> <p>Counselling qualification</p> <p>Youth and Community qualification</p> <p>Pupil Behaviour Management training</p> <p>Learning Mentor training</p>   | <p>Application</p> <p>Certificates</p>                |
| <b>Skills and Experience</b>           | <p>One or more of the following:</p> <p>A demonstrative level of experience of working with children and their families of the relevant age in a learning environment</p> <p>Extensive and successful experience as a practitioner</p> <p>Experience of multi-agency working, coupled with a positive approach to networking and co-operative working with other departments, services and agencies</p> <p>Working in Education setting</p> <p>Education Welfare Work</p> <p>Social Work</p> <p>Experience of working with vulnerable children</p>                        | <p>Specialised responsibilities of a broadly equivalent level</p> <p>Experience of working in education welfare or pastoral/family support role in a school setting</p> <p>Evidence of continuing personal and professional development relevant to the post</p> <p>Experience of working within a Local Authority setting</p> | <p>Application</p> <p>Interview</p> <p>Assessment</p> |
| <b>Specialist Knowledge and Skills</b> | <p>Knowledge &amp; understanding of a range of psychological theories &amp;</p>   | <p>Mediation/Conciliation</p> <p>Freedom of Information and GDPR</p>   | <p>Application</p> <p>Interview</p> <p>Assessment</p> |

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|                                     | <p>models relevant to application in school and settings</p> <p>An understanding of the key legislation and government guidance that supports SEN</p> <p>Understanding of current issues in the field of special educational needs &amp; school improvement, and demonstrate a commitment to inclusive practice</p> <p>A good understanding of child &amp; adolescent development &amp; principles of applied psychology</p> <p>Knowledge of relevant trends in education</p> <p>Communication skills to build highly effective and cohesive staff teams</p> <p>Ability to use data to evaluate effectiveness of provision and strategy</p> <p>Education Legislation &amp; Statutory Requirements</p> <p>Interpersonal skills and the ability to work as an effective member of the team</p> <p>Excellent written and verbal communication skills</p> <p>Energy, enthusiasm and the ability to demonstrate initiative and independence on a daily basis</p> <p>Have the ability to inspire, motivate and lead adults to improve outcomes for children</p> <p>Organisational skills to ensure plans are communicated and delivered to the highest possible standard</p> | <p>ICT Skills</p> <p>Able to plan effectively</p> <p>Awareness of the SEN Code of Practice and guidance on meeting SEN</p>                              |   |
| <p><b>Behaviours and Values</b></p> | <p>A passion for school improvement and for improving outcomes for children, especially those who are vulnerable, disadvantaged and who have special educational needs</p> <p>Ability to embrace change and influence others to achieve positive outcomes</p> <p>Able to work well under pressure</p> <p>Professional and responsible</p> <p>Ability to communicate with a variety of people</p>   | <p>Ambitious and have a clear personal career path and development strategy</p> <p>Adopt a reflective approach towards professional decision making</p> | <p>Application Interview Assessment</p> |

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|  | <p>The normal duties of the role may involve travel on a regular or occasional basis. It is a condition of employment that the role holder can exercise satisfactory travel mobility in order to fulfil the obligations of the role. For those journeys where an alternative form of transport is unavailable or impracticable the role holder will be required to provide a suitable vehicle</p> <p>The duties of this role may involve the requirement to work outside of normal office hours and it is a condition of employment that you exercise satisfactory level of flexibility in order to fulfil the objectives of the role</p> |  |  |
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