

**Job Description****Education Directorate****School Improvement and Inclusion**

Post Title	Educational Psychologist (Temporary Maternity Cover)		
Post Number	BG10071	Grade	MAINGRADE Soulbury A 3-8 + SPA
Base	Psychology Service, Anvil Court.	Hours of Work	33hrs 18mins per week (0.9.fte)
Car User Allowance	Approved Casual	Disclosure	Enhanced
Contact	Head of School Improvement and Inclusion 01495 357890	Updated	November 2014

Responsible to: The Acting Principal Educational Psychologist

Responsible for: Consultative and support work with schools, pupils, parents/carers and other agencies, casework, in-service training, staff development and applying psychology in as wide a sense as possible in the education field.

Principal Accountabilities

1. To provide a professional applied psychological service to a specific patch of schools in order to address the developmental, educational and psychological needs of children and young people in a holistic way.
2. Developing and applying effective interventions to promote learning, psychological wellbeing, social, emotional and behavioural development.
3. Assessing learning and social, emotional and behavioural needs by observing and consulting with, schools, pupils, parents/carers and multi-agency professionals to advise on the best approaches and provisions to support learning and development.
4. To provide support to management, for example when there is a critical incident where there has been significant psychological or emotional distress or a specific issue raised by school management.

5. To ensure that Educational Psychology involvement is timely and appropriate.
6. To maintain clear and thorough records in accordance with service guidelines.
7. To engage in statutory duties as required by the 1996 Education Act.
8. To organise, deliver and evaluate in-service training/staff development sessions for school staff, and, where appropriate, for other professionals and parents.
9. To contribute to project work/research in identified areas of need.
10. To liaise and develop effective links with representatives of other services, both within and outside the Education Department concerning individual casework and other issues of mutual concern.
11. To contribute to Service planning.
12. To contribute to the formulation of policy.
13. To engage in such other activities as may reasonably be required by the Principal Educational Psychologist.
14. To comply with the relevant sections of the Authority's policy statement on Health, Safety and Welfare at Work.
15. To adhere to the principles of the Corporate Equality Policy and ensure commitment to anti-discriminatory practice.

Person Specification – Non Managerial

1. Qualifications & experience

Qualifications/relevant experience	Assessment Method				
	Essential / Desirable	Application Form	Interview	Other (please specify)	Probationary Period
<ul style="list-style-type: none"> ▪ Honours degree (or equivalent) in psychology recognised by the British Psychological Society. ▪ Masters Degree in Educational Psychology with professional practice, or a Doctorate in Educational and Child Psychology. ▪ Relative qualified teaching experience or experience of working with children and young people with opportunities to apply psychology. 	Essential	√			
	Desirable	√	√		
	Essential	√			
Other experience/knowledge					
<ul style="list-style-type: none"> ▪ Experience of application and knowledge of SEN legislation as it applies to educational psychologists. ▪ Experience of application and knowledge of a range of assessment techniques and psychological interventions/strategies suitable for use with children and young people. ▪ Experience of developing and maintaining a regular pattern of working within a group of schools with regard to the agreed time offered under current or future arrangements. ▪ Experience of delivering consultation and advice to help schools prioritise needs and to consider working at various levels to implement the most useful interventions in order to promote best outcomes for children. For example, using systemic approaches, running evidence -based interventions, applying problem- solving techniques, implementing preventative measures. ▪ Experience of using, in accordance with professional judgement, a variety of assessment techniques to inform advice provided on suitable ways forward for children ▪ Experience of working with schools to help 	Essential	√	√		
	Essential	√	√		
	Desirable		√		
	Desirable		√		
	Essential			√	
	Essential			√	

<ul style="list-style-type: none"> them monitor and review the progress of children. Experience of project work/research. 	Desirable		√		
Knowledge/Skills					
<ul style="list-style-type: none"> Good interpersonal and presentation skills. Commitment to equality and diversity. Commitment to health and safety. Commitment to attendance at work. 	Essential Essential Essential Essential		√		√ √ √ √

2. Special Requirements	Essential / Desirable	Application Form	Interview	Other (please specify)	Probationary Period
<ul style="list-style-type: none"> Registered or eligible for registration with the Health and Care Professions Council. 	Essential	√			
<ul style="list-style-type: none"> Full driving licence and access to a vehicle for work purposes. 	Essential	√			
<ul style="list-style-type: none"> ICT literate 	Desirable	√	√		
<ul style="list-style-type: none"> To be able to communicate through the medium of Welsh. 	Desirable	√	√		
<ul style="list-style-type: none"> Has developed an interest and expertise in a specific area of Educational Psychology. 	Desirable	√	√		

3. Personal Competencies

All competencies are regarded as essential, although it is recognised that some may be achieved over a period of time. All employees are expected to continually develop their competencies in line with the appropriate framework.

In addition to those assessed as part of the recruitment process, competencies will be assessed during the probationary period and afterwards through the Authority's performance coaching scheme.

Assessment Method

Topic	Competencies	App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Delivering the service	Plans ahead, organises work in advance		√		√
	Involves line manager/colleagues in setting and meeting targets		√		√
	Reorganises work when necessary		√		√
	Sees tasks through to completion whenever possible				√
	Seeks help if workload becomes unmanageable				√
	Uses initiative to report issues that arise that impact on others				√

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Improvement & Change	Is prepared to try new things & feed back results				✓
	Understands that changes are needed if things are to be improved				✓
	Finds new and creative ways of doing things better				✓
	Actively seeks to develop own skills and knowledge				✓
	Learns from mistakes & welcomes constructive feedback				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Providing Excellent Customer Service	Recognises the importance of high standards of customer service				✓
	Is committed to providing an excellent service to the all the citizens of Blaenau Gwent				✓
	Understands the links between own professionalism and the possible impact on the Authority's image				✓
	Has a professional attitude that sets an example to colleagues		✓		✓
	Takes pride in own work and that of colleagues				✓
	Is respectful, courteous and helpful at all times				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Team Working	Reacts constructively to others' suggestions and requests		✓		✓
	Recognises potential value of		✓		✓

	others' opinions and actively seeks their contributions				
	Asks for help when necessary		✓		✓
	Actively seeks to help others		✓		✓
	Is aware of the impact of own behaviour on others				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Communicating	Adapts content and style to help others understand		✓		✓
	Makes sure that people are regularly informed				✓
	Uses appropriate language, gestures and tone when talking with others				✓
	Checks others have understood & seeks advice when necessary				✓
	Actively seeks to improve all forms of communication with others				✓
	Communicates professionally by using formal channels appropriate to the situation		✓		✓