

**JOB DESCRIPTION  
APPENDIX 1**

<b>Post Title: Educational Psychologist(s)</b>		<b>Director/Service/Sector Wellbeing and Community Health S</b>
<b>Grade: Soulbury Scale A pts 3-8 plus up to 3 SPAs</b>		<b>Workplace: Base County Hall, Morpeth work undertaken in range of across Northumberland.</b>
<b>Responsible to: Manager/s of Psychological Services</b>		<b>Manager Level:</b>
<b>Job Purpose: To provide a comprehensive and professional educational psychology service to far organisations from within the framework of a psychology service. The primary focus of the work w intervention.</b>		
<b>Resources</b>	<b>Staff</b>	To provide supervision to Trainee Educational Psychologists as
	Finance	N/A
	Physical	Specialist Resources
	Clients	Children and Young People, Families, Schools and other such f Partners and Stakeholders

**Duties and key result areas:**

**Job Purpose:**

To promote the educational, emotional and personal development of children and young people (0-25) through the successful applicant will provide an educational psychology service to schools and settings in Northumberland.

The goal of Psychological Services is to develop the capacity of schools and settings to achieve better outcomes for children and young people. We support the adults involved in the lives of children and young people and work with learners to:

- Prevent additional/special educational needs and requirements developing.
- Intervene early where additional/special educational needs and requirements are identified.
- Support those with on-going additional needs and requirements.

The main duties and responsibilities of Educational Psychologists working in Northumberland will be:

- To safeguard and promote the welfare of children and vulnerable adults with whom s/he has contact.
- To meet standards set out by Health and Care Professionals Council.
- To promote the educational, emotional and personal development of children and young people by working with:
  - The children and young people.
  - Key people in their lives (e.g. parents/carers, teachers, learning support assistants) who have concerns about their progress or development.
  - Other services working to support children in Northumberland.
- To work closely with other staff within the SEND services to provide a high quality service for children and young people.
- To promote effective inclusive outcomes for the concerns expressed by young people or the adults working with young people.
- To provide timely agreed written feedback documenting actions taken by Educational Psychologists.
- To provide written advice for children undergoing Education, Health and Care Assessments to enable them to meet their responsibilities. The advice will be written within the agreed timescales.
- To contribute to the training and development of the children's workforce in Northumberland (e.g. to support the development of the children's workforce).
- To contribute to the further development of County Council Policy and practice on Inclusion and Special Educational Needs.
- To contribute to the evaluation of the service's impact on outcomes for children and young people.
- To contribute to the identification of team, service and personal development needs and to participate in development work as agreed.
- To participate in CPD and supervision activities
- To provide supervision for Trainee Educational Psychologists.

Day to day operational management of the team will be delivered by the Managers of Psychological Services and Senior Psychologist will provide professional guidance and support for Educational Psychologists in the area of psychological practice, quality control, appraisal, professional supervision and continuing professional development.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Please note that other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been agreed.

Transport requirements: Working patterns: Working conditions:	To undertake the necessary travel requirements of the post This post will be a full time equivalent post with access to NCC's To provide support to a number of schools across the county
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**PERSON SPECIFICATION**

<b>Post Title:</b> Educational Psychologist	<b>Director/Service/Sector:</b>
<b>Essential</b>	<b>Desirable</b>
<b>Knowledge and Qualifications</b>	

<p>An Honours Degree in Psychology recognised as a Graduate Basis for Chartered Membership (GBC) of the British Psychological Society.</p> <p>A recognised post-graduate training in Educational Psychology.</p> <p>Holder of a Health and Care Professionals Council (HCPC) Practitioner Psychologist Registration as an Educational Psychologist. For applicants currently or recently completing training, assumption will be made that HCPC registration will be achieved.</p> <p>Excellent Interpersonal and Communication skills.</p> <p>Flexible approach to achieving corporate objectives.</p> <p>Commitment to keep children and young people safe by providing a safe environment for children and young people to learn in and commitment to identify children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe.</p>	<p>Accredited training / qualification in specific therapeutic approaches. Therapy.</p>
<p><b>Experience</b></p> <p>Applying psychology within a wide variety of contexts and to a wide a range of complex issues including:</p> <ul style="list-style-type: none"> <li>• developing preventative strategies,</li> <li>• capacity building with parents and carers, teachers, teaching assistants etc.</li> <li>• working with groups of children and young people,</li> <li>• intervening with individual children whose emotional, behavioural and/or learning needs may be complex</li> <li>• coordinating, planning and delivering training opportunities</li> <li>• research / evaluation skills</li> <li>• providing psychological advice to Education Health and Care Assessments within statutory deadlines.</li> </ul>	<p>Varied, relevant and recent experience as a Psychologist</p> <p>Proven track record in collaboration</p> <p>Experience working within a multi-agency model.</p> <p>Experience of developing/delivering a model.</p>
<p><b>Skills and competencies</b></p> <p>High level skills and competencies in the following practice areas</p> <ul style="list-style-type: none"> <li>• Solution Oriented Consultation</li> <li>• Assessment</li> <li>• Intervention</li> <li>• Report Writing</li> <li>• Negotiating, planning, presenting and evaluating professional and organisational development activities</li> </ul>	<p>Ability to chair multi-disciplinary teams and young people, parents and family members</p>
<p><b>Physical, mental and emotional demands</b></p>	

<ul style="list-style-type: none"> <li>• Capability to assertively and flexibly work as an applied psychologist</li> <li>• To work to tight deadlines in an ever changing environment</li> <li>• To contribute comprehensively to the successful resolution of complex cases and issues</li> <li>• Ability to fulfil the travel requirements of the post.</li> </ul>	
<b>Other</b>	
Proficient use of ICT	

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.