

Post Title: Assistant Educational Psychologist - Psychological Services and Mental Health Support Teams (fixed term)		Director/Service/Sector - Children's Services - Psychological Services (Educational Psychology)		Office Use: PG25
Grade: Soulbury Assistant Educational Psychologist scale point 2-5		Workplace: Base County Hall, Morpeth work undertaken in range of school / educational settings across Northumberland.		HRMS ref:
Responsible to: Psychological Services Managers		Date: April 2025	Manager Level:	
Job Purpose: To support the planning and delivery of approaches to support children and young people's development within Psychological Services working under the supervision of an Educational Psychologist. To support the role Psychological Services plays in other initiatives e.g Mental Health Support Teams.				
		Staff	None	
		Finance	None	
		Physical	Responsibility for resources to support everyday work across a wide range of schools	
		Clients	Children and young people, headteachers, teachers, support assistants, lunchtime supervisors, parents and carers, non-specialists and professionals from other services	
Duties and key result areas might include:				
<ul style="list-style-type: none">Assist and support the delivery of a range of Educational Psychology activities within schools/settings and other initiatives supported by educational psychologists eg Mental Health Support Teams. There would be a focus on early intervention and preventative work as well as supporting the statutory assessment process.Follow and apply relevant legislative requirements and Codes of Practice as they apply to educational psychology practice including in relation to Special Educational Needs and Disabilities and Safeguarding.Contribute to the process of psychological assessment of individual children and young people including:<ul style="list-style-type: none">Undertaking a range of activities to gather information about young people including observations, consultations and individual workWorking with other professionals and parents or carers to develop appropriate strategies for the resolution of identified difficultiesContributing to the production of written feedback for parents/carers, schools/settings, and other appropriate agencies for a range of purposes, highlighting children and young people's strengths and difficulties, barriers to achievement and recommending appropriate ways forward.Engage with other professionals as appropriate to foster the development of multi-disciplinary practices,Maintain accurate and timely child/young person, family and organisational records.Contribute to the development of applied educational psychology practice within the Service, and within regional and national contexts where appropriate.Keep up to date with current understanding, research and practice in the areas of psychology and education and develop own skills and knowledge				
Team contribution				
<ul style="list-style-type: none">Establishing productive working relationships with Psychological Services and other initiatives teams eg Mental Health Support Teams, schools and settings in the partnership and allied servicesWorking within an agreed system of supervision, supervision to be delivered by an Educational Psychologist.Actively participate in team meetings and service development activitiesAdhering to rules, procedures and Code of Conduct of the County council and settings worked into.				
The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and at the discretion of their line manager.				
Work Arrangements				

Transport requirements: Current Driving License and the ability to meet the transport requirements of the job (will be working across all of Northumberland with hybrid working, office base in Morpeth) Working patterns: Full time Working conditions:	Flexi Office and School based
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Post Title: Assistant Educational Psychologist (Fixed term)		Director/Service/Sector: Psychological Services	Ref: 0530
Essential		Desirable	Assess by
Knowledge and Qualifications			
<ul style="list-style-type: none"> A 2:1 honours degree, or equivalent, in psychology, which is eligible for <u>Graduate Basis for Registration of the British Psychological Society</u>. Where a 2:1 or above has not been achieved in psychology at Bachelors Level, an appropriate psychology Masters Degree. <p>Or</p> <ul style="list-style-type: none"> Completion of an approved conversion course or Master's degree, which is eligible for <u>Graduate Basis for Registration of the British Psychological Society</u> Understanding of education systems and factors that might impact on a child or young person's development and educational progress. Knowledge of children's development and their needs within the birth to 25 age range. 		<ul style="list-style-type: none"> Additional qualifications or training around child development, working with young people, interventions for SEMH needs Interest in progressing to a training course to become an Educational Psychologist Knowledge of relevant current legislation. 	
Experience			
<ul style="list-style-type: none"> Working with children and young people in a professional setting Familiarity with issues relating to children and families who have Special Educational Needs and Disabilities or other vulnerabilities. 		<ul style="list-style-type: none"> Delivery of training Working in a school setting Counselling skills Working in a multi-agency setting Experience of working with children and young people with Special Educational Needs and Disabilities or other vulnerabilities. Experience of applying psychology to enhance learning and development 	
Skills and competencies			
<ul style="list-style-type: none"> Ability to develop positive working relationships with other professionals. Good oral and written communication skills. Ability to use appropriate IT in order to communicate with others, record work and maintain accurate records. Commitment to the promotion and implementation of the council's equality and diversity opportunities and safeguarding policies in all aspects of employment and service delivery. Ability to manage time and prioritise work in an effective, flexible and productive way. 		<ul style="list-style-type: none"> Awareness of recent guidance on emotional wellbeing and mental health for children and young people Accredited training in SEMH interventions Evidence of self-motivation Evidence of participating in learning outside of work 	

Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Self-reliant, able to make decisions and use initiative to work effectively to deliver desired outcomes within parameters set • Ability to support colleagues facing the impact of emotionally challenging situations within their professional role. • Ability to regularly transport/carry resources to and from schools. • As post regularly involves driving, ability to remain alert for traffic and other potential hazards. 		
Other		
Enhanced DBS check for work with adults and children.		

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 Qualification levels (FHEQ)
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, higher national diplomas
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.