

Directorate: Children, Young People and Education

Unit/Section: Kent Educational Psychology Service

Grade: Soulbury Scale A
Points 3 - 8 plus SPA points

Responsible to: Senior Educational Psychologist

Purpose of the Job:

- To promote and facilitate the development of effective evidenced based practice and its links with school/setting improvement, to raise the attainment and achievement of all pupils, especially those who are vulnerable and/or have special educational needs.
- To deliver the educational psychology service offer both core and traded to a defined geographical area including groups of schools and pre school settings.
- To support organisational change within a locality to enhance the learning and development of children and young people especially those who are vulnerable and/or have special educational needs.
- To work collaboratively as part of an integrated service delivery approach to support schools and settings in their development of inclusive educational practice.
- To work as appropriate with staff from other services and agencies in support of children and young people's progress through the application of applied psychology.
- To utilise the service consultative practice framework, where appropriate in the promotion of partnership with schools and other agencies.
- To contribute to the planning as required and delivery of jointly commissioned work, in partnership with other agencies.
- To undertake LA/SEN work, as required, including statutory advice, out of county review and tribunal activity.

Main duties and responsibilities:

- To support organisational change to enhance the learning and development of children and young people through the application of applied psychology.
- To actively promote inclusion through provision of a consultation based educational psychology service to schools and other agencies.
- To work to support schools and settings in maximising effectiveness, raising standards and planning appropriate interventions at school and individual level.
- To undertake direct work with schools as required.

- To provide statutory advice in line with the regulations set out in the 2014 Children and Families Act and the SEND Code of Practice according to relevant timescales. This may include appropriate contributions and presentations to support tribunal procedures.
- To contribute to the delivery of Critical Incident Support when criteria are met. This is not necessarily direct support and individual roles are negotiated in advance with critical incident co-ordinators. (In some circumstances this responsibility will take precedence over all others).
- To contribute to effective methods of data collection, collation and analysis, contributing to identification, referral and tracking data for children and young people. This will include contributing to the production of regular information reports as required.
- To work as appropriate with staff from other services and agencies to support integrated service delivery and deliver psychological services in line with Visions and Priorities.
- To develop an area(s) of expertise in line with service/LA needs and priorities as required.
- As appropriate to provide psychological input to child protection procedures in line with relevant policy.
- To participate in supervision, induction and appraisal and undertake further professional development to meet identified objectives.
- To provide as required psychological input into the development of policy and practice through discussion, research, evaluation and dissemination.
- The post holder is responsible for ensuring that any concerns they may have of a Child Protection/Children in Need nature are reported to the designated person in line with the LAs Child Protection Procedure. It is an expectation of the post that Child Protection training will be undertaken.

Kent County Council

Person Specification: Educational Psychologist – Professional Grade

The following outlines the Minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

MINIMUM	
QUALIFICATIONS <i>(if essential)</i>	<ul style="list-style-type: none">• Qualified status approved by the British Psychological Society (BPS) in Educational and Child Psychology or equivalent, including Graduate Basis for Registration and recognised postgraduate qualification in Educational and Child Psychology or equivalent. All appointees will be required to be registered with the Health Care Professionals Council (HCPC).
EXPERIENCE	<ul style="list-style-type: none">• The qualifications detailed above must be met and have either previous experience as an educational psychologist or be completing a recognised postgraduate qualification in Educational and Child Psychology or equivalent in order to qualify as an educational psychologist and gain registration with the HCPC.
SKILLS AND ABILITIES	<ul style="list-style-type: none">• Ability to work under pressure and prioritise appropriately.• Ability to plan effectively.• Well developed self motivation skills.• Ability to work with a limited degree of direct supervision to challenging deadlines.• Ability to communicate effectively at all levels and through all media with a wide range of professionals, using high level negotiation and interpersonal skills.
KNOWLEDGE	<ul style="list-style-type: none">• Understanding of, and positive commitment to, inclusive practice in schools.• Understanding of and positive belief in the promotion of equal opportunities for all.• Up to date understanding of child development and knowledge of child related legislation including child protection procedures.• Knowledge of psychological models, theories and current issues.• Knowledge of the context in which psychological services work.

KENT VALUES & BEHAVIOURS	<p>Be open</p> <p>Invite contribution and challenge</p> <p>Be accountable</p> <ul style="list-style-type: none">• A commitment to the relevance of the application of psychology in organisational change processes.• Positive attitudes towards, and evidence of, own continuing development and reflective practice.• Positive approach to networking and co-operative working with other departments, services and agencies.
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