Lambeth

Job Description and Person Specification

EDUCATIONAL PSYCHOLOGIST
3155

A Lambeth to be proud of



Job Title:	**Educational Psychologist**
Department:	**Children's Services**
Division:	**Education and Learning**
Grade:	**Soulbury Educational Psychologist Scale A Spinal Points 3-8 (start on 5)**
Reports to:	**Principal Educational Psychologist**
Responsible for:	**Delivery of Educational Psychology services to education settings in Lambeth and fulfilling statutory duties in relations to the Children and Families Act (2014)**

Context

In addition to its statutory duties, the Educational Psychology Service also offers a traded service to education settings in Lambeth in relation to children and young people aged 0-25 in respect of special educational needs, emotional wellbeing and mental health, workforce development and organisational change. We also engage in commissioned work focused on prevention and early intervention with Lambeth partners. Our Service is also working in innovative ways to promote mainstream inclusion and workforce development via Experts at Hand, as part of the SEND Reforms.

Job Purpose

To improve outcomes for all children and young people living in Lambeth in particular, pupils with special educational needs, those at risk of exclusion and those whose life chances are impaired as a result of social and emotional deprivation and all forms of discrimination.

To provide a high quality, effective and culturally responsive psychological service to schools and other educational settings in Lambeth and to children and families living in the borough.

To provide statutory psychological advice in respect of children and young people undergoing statutory assessment under the provisions of the Children & Families Act (2014) within the time scales laid down by SEND Code of Practice 2015.

Responsibilities

1. To provide am EP service, working within a consultation framework, including psychological assessment and intervention for children and young people from 0 – 25 years of age, workforce development, whole school/setting development and work with parents and carers.
2. To work collaboratively with colleagues within the Local Authority, with schools/settings and partner agencies and with parents and carers in identifying, understanding and addressing the educational and developmental needs of children and young people with additional needs across the age range from 0-25 years.

3. To provide an Educational Psychology Service to children and young people and their families, working in partnership with parents and carers, and taking full account of the “Voice of the Child” and a person-centred approach.
4. To work as required on specific projects and working parties in accordance with the priorities set by the Education & Learning Strategy and the Educational Psychology Service Development Plan.
5. To support the development and implementation of the Service’s Experts at Hand roll out, in accordance with DfE guidance.
6. To maintain clear records, in accordance with Service policies and procedures, of work undertaken with schools, individuals and groups and help maintain up to date information on the Service databases.
7. To attend all meetings and appointments punctually and to manage time effectively in order to meet required deadlines.
8. To participate in service monitoring, evaluation and quality assurance processes.
9. To contribute as required to research initiatives as part of the borough’s programme for identifying and meeting the educational needs of vulnerable children and young people.
10. To work closely on a multi-disciplinary basis with providers of the Special Education Needs and Disability Services within the overall management framework of the Educational Psychology Service and the Division of Education & Learning.
11. To contribute to Multi-agency Team working as appropriate to support the safeguarding of young people and early interventions with young people and families.
12. To contribute to the marketing, promotion, and delivery of Lambeth Educational Psychology Service in order to enhance its innovation and responsiveness.
13. To contribute as a member of a team to the effective delivery of the Educational Psychology Service and to share responsibility for building and maintaining a mutually supportive and collaborative team ethos.
14. To participate in clinical supervision and line management in accordance with service policy.
15. To undertake an annual programme of continuing professional development commensurate with the Health & Care Professions Council requirements for continuing registration as an Educational Psychologist.
16. To work within the Code of Ethics and Conduct of the British Psychological Society, the Guidelines for Professional Practice set out in the Quality Standards for Educational Psychology Services drawn up by the British Psychological Society Division of Educational and Child Psychology and the Health & Care Professions Council Standards of Proficiency.
17. To undertake supervision and/or mentoring of newly qualified Educational Psychologists and/or Educational Psychologists in Training and/or Assistant Educational Psychologists as and when required, depending on experience and completion of relevant training.
18. To implement the Council’s Equal Opportunities policies fully and to work actively to overcome and to prevent discrimination.

19. To carry out such other duties as may be required from time to time to meet the needs of the service, including attendance at the SEN tribunal, provision of information to Ombudsman, and to formal or judicial processes.
20. Take responsibility, appropriate to the post, for tackling racism and promoting good race, ethnic and community relations.

PERSON SPECIFICATION
Educational Psychologist Maingrade – Soulbury Scale A, 3-8

It is essential that in you can meet the following requirements for the role and be able to give evidence or examples of your proven experience in each of the short-listing criteria marked Application (A). You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted. If you are applying under the Disability Confident scheme, you will need to give evidence or examples of your proven experience in the areas marked with "Ticks" (✓) on the person specification when you complete the application form.			**Shortlisting Criteria**
For link/career graded post, please mark knowledge, experience, and behaviours clearly for each grade.			
Qualification	Q1	a) Professional qualification in Educational Psychology recognised by the British Psychological Society and registered with the Health and Care Professionals Council (HCPC) to practice as an Educational Psychologist. Or b) Enrolled of a course leading to a professional qualification in Educational Psychology recognised by the British Psychological Society and expecting to qualify in September 2024.	✓A
Key Knowledge	K1	Understand the impact of the Children and Families Act 2014, SEND Code of Practice 2015 and statutory requirements for an Education, Health and Care needs assessment.	✓A
	K2	Broad understanding of the legal framework that underpins equalities and safeguarding.	
Relevant Experience	E1	Experience of the assessment and intervention of children and young people's educational needs from a psychological perspective.	✓A
	E2	Experience of working within the framework of a consultation model of service delivery, with teaching and non-teaching staff working in early years, primary and secondary school phases and Post16/FE	

		settings, to design interventions towards better educational outcomes for children and young people.	
	E3	Experience of managing a caseload and demonstrating good organisation, time management and resilience.	✓A
	E4	Evidence to demonstrate effective implementation of and strong commitment to Equal Opportunities policies in Education.	✓A
	E5	Professional experience of working in an inner-city area within an education context. Or: Understanding of the challenges and opportunities of living and growing up in a diverse inner-city context and the impact this can have on children's educational outcomes.	
	E6	Evidence to demonstrate initiative and pro-activity in work as an Educational Psychologist.	
	E7	Evidence to demonstrate an understanding of collaborative working within the framework of a consultation model of service delivery and what that looks like in practice.	
	E8	Evidence to demonstrate ability to ensure that the key messages from your psychological formulation have the best chance of being understood by your audience.	
	E9	Evidence to demonstrate the ability to apply psychological theory in practice to achieve positive change, either in how a child/young person's needs have been understood, or in improving the effectiveness of staff in meeting a child/young person's needs.	
Core Values and Behaviours		**Equity**	

		• Listen to the views of others and ask for their opinions making sure that everyone in my team inputs into the things that matter. • Ensure fairness and justice is at the heart of my decision making and support to my team and others. • Take time to build trust, building the respect of our stakeholders and ensuring as a team we take accountability for doing what we agree to do. • Develop others and ensure we work as **one team for Lambeth**, encouraging everyone to play their part • Take positive action to ensure **everyone** in my team has opportunities to **learn and grow** at work • Encourage everyone to **be themselves** at work and value who they are • I am inclusive and actively **celebrate diversity,** recognising everyone in my team as individuals.	
		Kindness • Treat each member of my team with **respect and dignity** just as I would want for myself. • **Encourage** each member of my team to do their very best work and am available to them to provide support and guidance. • Personalise my support to each team members and look out for them, lending a hand wherever I can • Encourage everyone to try and learn from mistakes and use integrity to take action with my team to put things right together • Work with empathy seeking to understand each and every member of team, their unique perspective and circumstances and ensure everyone is heard • Take the time to communicate, being honest, open and genuine and taking the time to get to know team members as individuals. • Show compassion and patience recognising that everyone in the team has unique experience and celebrating the great work they do for Lambeth. • Look after the health and wellbeing of my team members and encourage open and regular discussions about the issues that impact on them, working together to find solutions.	
		Accountability • I encourage and support my team to do the right thing even when it's tough and we communicate our decisions in a timely way • I ensure my team and employees take individual and collective accountability for	

		performance and delivery, making sure that they have clear plans and performance objectives. • I ensure my team plan ahead, getting the basics right and take swift action when problems arise • I encourage my team to be risk aware and ensuring that our decisions and actions are informed and understood and communicated to others. • I provide regular, timely and constructive feedback to my team members on their performance and behaviours and act quickly when performance is not on track. • I share my learning, knowledge and skills with others thorough coaching and mentoring and encourage others to do the same. • I ensure that my team and I put residents, communities, customers and their needs at the centre of everything we do. • I encourage my team to learn and grow and ask questions to find the information they need to do their jobs	
		Ambition • Am proud of our borough and my team and encourage everyone in the team to aim for the highest possible standards of excellence in everything we do. • Encourage my team to be flexible and try new things when it's appropriate to do so and tell me what could be improved. • Promote a one team for Lambeth approach reaching out to our stakeholders to face our challenges together • Encourage and support my team to be courageous for our residents and communities and stop at nothing to ensure they have the best possible outcomes • I make time for the team to Innovate and look for creative ways to do things better, being curious about possibilities. • Positively challenge and encourage the team to collaborate and look for solutions together across service and team boundaries. • Make time for my team to grow and develop taking advantage of opportunities to learn from each other and others. We plan our learning and career growth.	

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