

Job Profile

Position Details	
Post	Educational Psychologist
Service Area	Educational Psychology Service
Reports to	Principal Educational Psychologist
Grade	Educational Psychologist Soulbury Scale A Spinal Point 3
Job Family	To be completed by HR

Role Purpose
<ul style="list-style-type: none"> • To provide a generic educational psychology service to children, young people, families and schools on behalf of Haringey Council. • To support positive outcomes for vulnerable pupils and those with special educational needs and disabilities.

Main Responsibilities
<p>1. Assessment</p> <p>1.1. Consult with school, college and nursery staff and offer advice and support in relation to learning and behavioural issues.</p> <p>1.2. Become involved in diagnostic assessment and review of individual pupils, as appropriate.</p> <p>1.3. Monitor and review the progress of children</p> <p>1.4. Visit, as necessary, day and residential special schools in order to monitor and review children placed under the provisions of the 1996 Education Act.</p> <p>2. Organisational Development</p> <p>2.1. <i>Contribute to the development of effective multi-disciplinary team working.</i></p> <p>2.2. <i>Collaborate and work with other disciplines, as appropriate.</i></p> <p>2.3. <i>Make knowledge of child development and psychological theories and perspectives available to colleagues and schools, in order to improve the outcomes of children, young people and their families.</i></p> <p>2.4. <i>Promote effective classroom practice for learners, especially those with special educational needs.</i></p> <p>2.5. <i>Contribute to the development of policies in schools, pre-school settings and the Children and Young People's Service, as appropriate.</i></p>

3. *Policy Development*

- 3.1. *Interpret and disseminate local and national policies in relation to provision for children and young people with special educational needs.*
- 3.2. *Contribute to the development, interpretation and dissemination of policies in relation to behaviour management and discipline.*
- 3.3. *Contribute to the development and co-ordination of joint policies with other agencies.*

4. *Personal Management*

- 4.1 Be personally responsible for managing their time and activity in line with service guidelines.
- 4.2 Take responsibility for planning, recording and reviewing their work, seeking advice and support from colleagues by accessing the supervision arrangements within the team.
- 4.3 Participate in annual performance reviews to meet service quality standards and operate in accordance with local authority policies, practices and procedures.

5. *Teamwork*

- 5.1 Contribute to good team working.
- 5.2 Attend and contribute to whole service and multi-disciplinary team meetings.
- 5.3 Participate in service reviews and the development of service and multi-disciplinary team policies and procedures.
- 5.4 Contribute to and implement the Service Development Plan.
- 5.5 Contribute to the monitoring and evaluation of practice.
- 5.6 Contribute to the effective operation of the EPS and multi-disciplinary teams.

Generic Responsibilities

- 6.
- 6.1. Work within the codes of conduct of the Association of Educational Psychologists (AEP), the Health and Care Professions Council (HCPC) and the Division of Educational and Child Psychology of the British Psychological Society (BPS).
- 6.2. Understanding, knowledge and ability to follow guidelines that ensures compliance to Health and Safety at Work, Data Protection and other statutory requirements.
- 6.3. Health and Safety aspects/issues, first aid/manual handling etc in relation to working environment, i.e. Hazardous materials and relevant processes/legislations etc
- 6.4. Knowledge and experience of using ICT
- 6.5. Understanding and commitment to promoting and implementing the Council's Equal Opportunities policies.
- 6.6. To undertake any other temporary duties consistent with the basic duties and/or objectives of the post.

These are the qualities we believe to be necessary to do this job. You should clearly show in your application how your skills/experience potential meet some or all of them, as the short listing decision will be based on our assessment of you against these criteria.

The final assessment processes will also seek to assess these characteristics.

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Honours Degree in Psychology or recognised equivalent qualification • Postgraduate training In Educational Psychology • Eligibility for HPC registration 	<ul style="list-style-type: none"> • Chartered or eligible for chartered status with the British Psychological Society • HPC registration • Ph.D or D.Ed degree
Abilities/Experiences	<ul style="list-style-type: none"> • Working with children and young people in a professional capacity, e.g. within an educational, childcare or community setting • Good communication skills – the ability to present facts and ideas clearly, both orally and in writing taking account of different audiences • Ability to achieve and maintain the respect of others while representing children’s needs • Organisational ability to initiate, schedule, plan, implement and evaluate all aspects of work • Ability to maintain accurate and up-to-date records and work effectively with administrative staff 	<ul style="list-style-type: none"> • Experience working as an Educational Psychologist
Knowledge/Skills	<ul style="list-style-type: none"> • Proven ability to carry out individual psychological assessments of special educational needs with full regard to parental involvement and the child’s cultural and linguistic background • Knowledge of relevant legislation and current developments in child 	<ul style="list-style-type: none"> • Evidence of commitment to continuing professional development

	<p>development, special educational needs and educational psychology</p> <ul style="list-style-type: none"> • Ability to organise and provide high quality training for teachers, parents and colleagues • Experience of project work or action research • Commitment to collaborative working and evidence of good team-working skills including a positive problem solving approach • Evidence of commitment to Equal Opportunities to ensure equality of service to all members of the community and an understanding of the implications for practice within a multicultural and multilingual community • Experience in using ICT, particularly word processing and spreadsheet software programs (Microsoft Office) 	
O Other Requirements		Valid Driving Licence

The employee's duties require the following activities: -

	Yes		Yes
Office duties	X	Outdoor work / uneven surfaces	
Use of a computer	X	Working at heights / on ladders / roof work	
Audio typing		Confined spaces	
Potentially confrontational work		Outdoor work or extremes of temperature	
Crisis or conflict situations		Driving a Minibus as part of duties or as a volunteer	
Management responsibility		Driving car / van as part of duty	X
Tight deadlines	X	LGV / PSV driving	
Walking 1+ miles during working day		Operating lift-truck, digger or crane	
Use of stairs		Work with significant electrical hazards	
Regular manual handling of		Operating potentially	

objects / furniture / equipment (please indicate kilos involved)		hazardous machinery	
Regular and repetitive movements		Exposure to potentially hazardous substances	
Awkward positions e.g. stooping, bending, reaching up		Chemicals, e.g. solvents or metal working fluids	
Sitting / Standing for prolonged periods		Noisy environment (over 80dB[A])	
Working alone or in isolation	X	Radiation	
Working shifts / unsocial hours / nights		Respiratory e.g. dust, fume, solder	
Risk of infection e.g. TB, Hep B / Other		Vibrating machinery	
Teaching or responsibility for children	X	Preparing raw food / serving food	
Control and restraint		Other	

Main Contacts & Other Information
<p><u>Main Contacts</u> List main contacts the post holder will deal with in the role.</p> <ol style="list-style-type: none"> 1. Educational Psychology Service 2. Parents/carers and young people. 3. Integrated Service for SEND 4. Social Care 5. Educational establishments <p><u>Other Information:</u> This position requires the post holder to undergo a DBS (Disclosure and Barring Service) check.</p>

Organisational Structure
Please provide organisation structure chart.

Assistant Director for Early Help & Prevention

Head of Integrated Service Special Educational Needs and Disabilities

Principal Educational Psychologist

Assistant Principal Educational Psychologist

Senior Educational Psychologists

Main scale Educational Psychologists

Additional Information

Please complete the additional information as fully as you can.

Supervision / Management of People				
Please indicate which group best describes the total number of staff the post holder is responsible for:				
None	Up to 5 staff	6 to 15 staff	16 to 49 staff	50 plus staff
x				
Are the staff based at the same work location?				<u>Yes/No</u>
Will the post holder be responsible for contract / agency / project staff?				<u>Yes/No</u>

In the normal course of their duties would it be reasonable to expect the job holder to undertake, or be involved in, any of the following on a regular basis.

If Yes, please provide an estimate of the % of their working day this involves.

Work Environment					
Activity	Yes/No	% of working day	Activity	Yes/No	% of working day
Office duties.	yes	95%	Use of a computer.	yes	75%
Audio typing.	no		Crisis or conflict situations.	yes	5%
Walking more than a mile.	no		Manual handling.	yes	20%
Working alone or in isolation.	no		Working in confined spaces.	no	
Driving a car, van or minibus.	no		Preparing or serving food.	no	
Exposure to infectious diseases, e.g. Tuberculosis (TB) or Hepatitis B.	no		Working in awkward positions, e.g. stooping, bending, reaching.	no	
Exposure to substances hazardous to health, including lead, asbestos or radioactive substances.	no		Operating heavy or hazardous machinery including forklifts, diggers or cranes.	no	
Regular and repetitive movements.	no		Working shifts / unsocial hours, nights.	no	
Outdoor work involving uneven surfaces.	no		Standing or sitting for prolonged periods.	yes	75%

Activity	Yes/No	% of working day	Activity	Yes/No	% of working day
Working shifts / unsocial hours / nights.	no		Working at heights / on ladders, roof work.	no	
Teaching, or responsibility for, children.	no		Outdoor work involving extremes of temperature.	no	
Electrical hazards.	no		Control and restraint.	no	

Resources – identify & list personal and identifiable accountability for physical and financial resources including those of clients:

No

Cash/Financial Resources - Is the post personally and identifiably accountable for the accurate handling / security of cash and cheques? If yes, specify the average amount controlled at any one time and the nature of the accountability:

No

Plant/Equipment - is the post personally accountable for the proper use / safekeeping of plant / equipment? If yes, please indicate the type(s) of plant/equipment and the nature of the accountability:

No

Stocks/Materials - Is the post personally accountable for materials / items of stock? If yes, please indicate the type and approximate value and the nature of accountability:

No

Data Systems - is the post personally accountable for the use, manipulation and safekeeping of data systems whether manual or computerised? If yes please indicate the type of system(s) and the nature of the accountability, whilst explaining the importance of the data systems to the Council's operations:

Yes

Buildings - Is the post personally accountable for the proper use and safekeeping of buildings? If yes please indicate the type of building(s) concerned and the nature of the accountability:

No

