

Principal Education Psychologist

JE Code: JE MK SOUL03

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| **Values – We are dedicated, respectful, collaborative, we are Milton Keynes City Council** |
| **Service:** | Special Education Needs & Disability (SEND)  |
| **Reports to:** | SEND Lead  |
| **Job Family:** | Professional & Technical  |
| **Grade:** | Off scale: Soulbury terms and conditions (P 12 – 15 & 3 SPA Points) |
| **Political restricted:****DBS Required:****If Yes:** | NYEnhanced |
| **Date:** | January 2024 |

**Key Deliverables**

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| **1.** | Provide leadership and management to the Educational Psychology Team to deliver positive outcomes for children and young people through the creative application of psychology and through wider evidence-based practice at an individual child and school level or through involvement at a strategic level.To deputise for the SEND Lead when required.  |
| **2.** | Provide strategic planning and oversight of the Educational Psychology Team to ensure the continued growth and development of the service so that it is equipped to meet current and future needs of the children and young people in Milton Keynes.  |
| **3.** | Lead the Education Psychology Service to provide psychological advice to staff within Children and Families and other agencies, including high-quality advice as part of the Education, Health and Care needs assessment process |
| **4.** | To be part of the SEND Service Senior Leadership Team and take responsibility for the psychological contribution to the SEND strategy, including providing leadership ensuring best practice and clear approach to policy and delivery. Leading on one of the 5 areas of the strategy. |
| **5.** | To line manage Senior Leadership Educational Psychologists and provide professional peer supervision in line with the MK EPS Supervision Policy and to be responsible for the recruitment, operational management and quality assurance of Associates as required by the LA to meet statutory demand.Ensuring team budgets and relevant resources including staff are deployed effectively and that staff are organised, managed and motivated to deliver a high quality, creative and cost-effective service. |
| **6.** | To develop an effective, resilient team and ensure a positive team culture aligned to the Council’s corporate values. This includes reviewing effectiveness of existing working methods and devise, in conjunction with relevant staff, creative approaches to service development. |
| **7.** | Take responsibility to ensure that relevant national and local Performance Indicator targets are met within own work and direct reports, particularly with regard to the statutory assessment process, and analyse and disseminate key data to support the planning and delivery of service for children and young people with SEND. |
| **8.** | To promote and facilitate partnership working, early intervention and integrated local solutions, applying psychology to enhance the learning and development of children and young people. This will include working with other agencies and services contributing to the development and implementation of policies and practice to enable continuous improvements in achievements and outcomes for children and young people with SEND and representing the educational psychology team, SEND Service and Milton Keynes City Council within relevant strategic and operational groups as required. |
| **9.** | Take the expert psychological practice lead for key priority areas to enable both service development and for the post holder to maintain and extend their psychological practice. To maintain leading edge knowledge and understanding of educational psychology relating to the role, including areas of service responsibility. |

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both service and council wide needs*

**Essential Requirements (key skills & qualifications)**

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| **1.** | Post Graduate qualification in Educational Psychology recognised by the BPS and registration with the Health and Care Professions as a Practitioner Psychologist with an Understanding and commitment to professional codes of ethics and conduct relating to Educational Psychology practice and robust understanding of equality and diversity principles and ability to apply these across the role. |
| **2.** | Thorough knowledge of the role and work of LA Educational Psychologists and the role of an EP Service within an LA including experience of working as an EP and Senior EP within an LA. Comprehensive and up to date knowledge of current Special Educational Needs principles and procedures and current legislation related to SEN and Disability Discrimination Act. |
| **3.** | Able to lead and line manage a team of EPs and other practitioners and to maintain and develop the team so that evidence-informed Psychology is effectively applied in order to support LA strategic goals regarding improving outcomes for children and young people. |
| **4.** | Able to deliver changes in practice, team structures and joint working in line with local and national requirements. Highly creative in finding new solutions, identifying and establishing best practice in own and partner organisations and able to inspire, challenge, motivate and empower others to reach challenging outcomes. Have Highly developed organisational skills, ability to plan ahead, prioritise own workload and manage the service’s workload. |
| **5.** | Exemplary written and verbal communication skills, and communicator across professional and organisational boundaries. Ability to resolve issues satisfactorily and effectively while demonstrating respect and empathy for the feelings of others |
| **6.** | Ability to think and act strategically in the short, medium and long term within own area of influence and in support of others. |
| **7.** | Experience of managing budgets and working with data to inform and develop services. |



Job Family

Professional/Technical

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| **Colleagues expectations*** Be professional at all times
* Work together for the good of the team, council and local people
* Promote a supportive culture
* Challenge assumptions
* Take ownership
* Be willing to change and do things differently
* Always work in a safe manner
 | **Managers expectations*** Be a role model by displaying positive behaviours at all times
* Make well-considered decisions
* Support, coach and communicate with my team
* Be accountable for my team’s performance
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Professional/Technical job holders rely upon their deep knowledge of the specialism or discipline in which they work to carry out vital tasks and provide authoritative advice to others. Often developing within recognised career paths, their evolving expertise sees them bear increasing responsibility for managing Council assets, the development of policies and procedures and the strategic direction of the functions they support.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

### Role characteristics

At this level job holders report to a Director and are responsible for the development and implementation of strategy relating to several functions within that Service. Posts carry significant responsibilities for finance and a range of other non-financial assets and job holders will make autonomous decisions and lead the management of change throughout their area of influence within the Service.

### The knowledge and skills required

The advanced theoretical knowledge required to make appropriate judgements and decisions at this level is augmented by ongoing professional development and thorough understanding of external legislative and societal change. Also by a deeper understanding of the Council operational structures which both support and depend upon the job holder’s actions and advice. Roles will be professional experts, providing expert professional leadership across a number of functions.

### Thinking, planning and communication

Job holders will use their professional expertise to deal with highly complex, pressing issues including Service level change initiatives and risk management. They will also look well ahead and take a long-term, strategic view of their project and service delivery objectives over several years into the future, shaping their service’s composition, approach and operating procedures in accordance with wider goals mandated by the service directorate.

The information exchanged at this level will be routinely complex, contentious in nature and/or highly significant to the Council’s reputation. Job holders will, however, have additional demands placed upon them by the need to persuade others to adopt courses of action they may not otherwise wish to take, based on evidence and reasoned argument. This will occur in written interactions but can also in face to face verbal exchanges where job holders will advocate the Council’s position in response to opposing opinion in a formal or informal setting.

**Decision making and innovation**

The limitations to job holders’ decision making will be only the broad policy and practice guidelines that exist at both a corporate and even national/professional level.

At this level of autonomy, job holders will be the final arbiter of many escalated technical and professional disputes and problems. They will report to a Director and will devise and implement strategic plans and policy in relation to several functional areas.

### Areas of responsibility

With a diverse range of jobs being represented at this level, the precise blend of responsibilities for which the job holder is accountable will depend upon the service in which they operate.

Roles will focus on the needs of whole classes of people - whether external service users or partners and will be responsible for critical day to day decisions with legal and reputational dimensions and the development of directorate level policy and functional procedures.

In addition, such roles are likely to have very high levels of responsibility for such elements as finance (very substantial budget management), information assets (council-wide systems) or premises (of extremely high value and critical operational importance).

Roles will have full line management responsibility over several functional areas with differing specialties and employee profiles.

### Impacts and demands

The combination of both tactical and strategic matters that job holders deal with means roles are inherently very complex, demanding of particularly lengthy periods of concentrated mental attention while also managing very high levels of work-related pressure from deadlines, interruptions or conflicting demands.

Tasks and duties will be generally carried out in a sedentary position but there will always be a requirement for standing and walking from time to time, and the occasional need to lift or carry items.

Duties of jobs at this level will not require job holders to develop and maintain working relationships with people who, through their circumstances or behaviour, place particular emotional demands on the job holder.

Job holders find themselves exposed to some disagreeable, unpleasant or hazardous working conditions. Particularly when the needs of their specialism require them to work on external sites exposed to the weather, in or around refuse and waste plant, close to particularly noisy machinery and in similar environments.

 Other jobs, such as enforcement roles, may also see job holders exposed to verbal abuse and threatening environments. In all cases, job holders will minimise risk and conform to health and safety regulations to mitigate any negative effects of such exposure.