Role profile

**Psychology Assistant**

**Our values:**

**We are dedicated, respectful, collaborative. We are Milton Keynes City Council.**

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| **Service** | SEND |
| **Reports to** | Senior Leadership Educational Psychologist |
| **Job family** | Care and Welfare |
| **Grade** | F |
| **Political restricted?** | N |
| **DBS required?** | Y - enhanced |
| **Date** | May 2021 |
| **JE Code** | JE1409 |

Key deliverables

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| **1** | To deliver and evaluate psychology-based, therapeutic educational interventions which enable schools and their staff to be more effective in removing barriers to children’s learning and development and promoting well-being through early intervention and prevention. |
| **2** | To deliver specified psychological interventions with individual children or young people or groups of children or young people for the purposes of training and supporting others. |
| **3** | To use systems and resources to effectively manage and record interventions and monitor progress. |
| **4** | To contribute towards planning and delivering training. |
| **5** | To assist in the planning and implementation of service research/project work and initiatives as required. |
| **6** | Under supervision, to support Educational Psychologists with planning, carrying out and recording of casework (including assessment, training, and intervention). |
| **7** | To work with a senior team member to monitor and maintain up to date content of the Educational Psychology Service website. |
| **8** | To support in the development and production of psychology service communications and resources. |
| **9** | To use systems and resources to effectively manage and record interventions and monitor progress. |

*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 city council wide needs*

**Essential requirements** Key skills, expertise, and qualifications

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| **1** | Good Honours Degree in Psychology, or equivalent Master’s degree, conferring Graduate Basis for Chartered Membership (GBC) of the British Psychological Society |
| **2** | Experience of working with children and/or young people in an educational or social care content. |
| **3** | Demonstration of a commitment to undertake professional training as an Educational Psychologist |
| **4** | Driving license and access to a car |
| **5** | Understanding of relevant legislation relevant to children and young people, including those with SEND. |
| **6** | Can communicate clearly and effectively both verbally and in writing. |
| **7** | Strong IT skills |
| **8** | Ability to show initiative. |

Job family

**Care and Welfare (Grade F)**

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| **Colleague expectations**   * Be professional at all times * Work together for the good of the team, city 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 | **Manager 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 |

Care and Welfare family jobs have as their primary responsibility the vulnerable members of our community who depend upon the city council for direct advice, guidance and practical assistance. They may personally carry out caring related tasks, or manage those that do, but it is personal interactions with those in our care that are at the centre of these roles.

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 roles are front-line positions working directly with vulnerable children and adults. The roles are of two principle types;

Jobs requiring a theoretical understanding of social work or associated disciplines but without a management or supervisory component.

Jobs which have a significant management or supervisory responsibility with a strong technical and procedural knowledge base.

Job holders in both types will require highly developed communication and problem-solving skills to meet the demands of the service users in their care.

**The knowledge and skills required**

Job holders with a theoretical understanding of social work may not have experience necessary to fulfil management or supervisory responsibilities, whereas those job holders with significant or supervisory responsibility often will, as their knowledge base will be based upon extensive direct experience in caring roles.

The knowledge underpinning the duties and responsibilities of these roles may be either a sound grounding in the theoretical basis of social work practice, achieved through formal education; leading to appropriate certification, or an equivalent level of technical and procedural knowledge of the care function in a local government environment.

Roles at this level will engage with others in assisting with physical tasks requiring some modest manual dexterity. This might include basic cooking, artwork/ other domestic and vocational activities.

**Thinking, planning and communication**

Working with vulnerable children and adults presents a number of challenges including the need to swiftly and accurately assess their situation, understand their immediate welfare needs, and identify appropriate responses. A range of problems will present themselves, demanding of an equally wide range of solutions, although these will be drawn from established practice and operational guidelines.

Job holders need developed communication skills to engage at the appropriate level with service users. Two-way communications where inherent barriers exist is regularly challenging and post holders must couch their advice and persuasive messaging in terms which can be understood. These skills are likely to have been gained through specific experience and training.

**Decision making and innovation**

The procedures, approaches and techniques required to fulfil the duties of these roles may be professionally based and/or defined by internal recognised protocols, but job holders will organise their own workload in accordance with changing demands and priorities. Although independently responding to problems, some of which may not have been encountered previously. Job holders will have access to advice and assistance from team managers or supervisors when serious issues arise.

**Areas of responsibility**

Job holders are responsible for the accurate and timely assessment of service user needs and the identification and delivery of appropriate care and welfare solutions under a variety of circumstances over more than a day to day timescale.

Job holders fall into two broad categories in relation to supervisory responsibilities. The first is roles which do have line management or formal supervisory accountability within their team. These job holders are generally those whose managerial authority is a result of their lengthy experience in subordinate roles.

The second category of roles owe their status to an advanced level of theoretical understanding of their discipline without necessarily having an equivalent level of experience. These roles will not generally have any formal supervisory responsibilities.

These roles are unlikely to have any financial responsibilities beyond the occasional handling of modest amounts of cash, sometimes on behalf of others.

Job holders will create and maintain work records, both written and electronic. There will, in addition, be sole or shared responsibility for the safe use and basic maintenance of a range of equipment, premises and/or vehicles.

**Impacts and demands**

With the emphasis on working with others in a variety of settings, these roles will often see job holders either on their feet or engaged in activities requiring some ongoing physical effort.

Awareness of the actions of children, vulnerable adults and others will call for long periods of sensory attention. Job holders will also be required to have moderate periods of concentrated mental attention, for example when report writing or attending case meetings. Given the range of case work involved, job holders will also experience the pressures of deadlines and conflicting demands.

The nature of these roles is such that most of the client relationships which job holders are required to develop and maintain, will need them to exert greater than normal emotional resilience, with some particularly challenging service users placing intense emotional demands upon them.

Working directly with vulnerable service users will result in some exposure to disagreeable, unpleasant or hazardous environmental working conditions. This may extend to dealing with odours, intimate care and bodily fluids, and will also see job holders exposed to unpleasant or even threatening people related behaviour from time to time.