

Educational Psychologist

JE Code: Soulbury Scale A

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| **Values – We are dedicated, respectful, collaborative, we are Milton Keynes Council** | |
| **Service** | SEND |
| **Reports to:** | Senior Leadership Educational Psychologist |
| **Job Family** | Professional and Technical |
| **Grade:** | Soulbury Scale A – points 4-9 (plus up to 3 SPA points) |
| **Political restricted** | N |
| **Date:** | May 2021 |

**Key Deliverables**

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| **1.** | To contribute to delivering positive outcomes for children and young people on behalf of Milton Keynes Local Authority through creative application of psychology. This includes casework, projects and wider service initiatives. |
| **2.** | To provide psychological advice to staff within Children and Families and other agencies; including high-quality advice as part of the Educational, Health and Care needs assessment process. |
| **3.** | To develop, maintain and disseminate consultation, assessment and intervention work in line with recognised good practice and evidence base in the field of Educational Psychology. |
| **4.** | To plan and deliver high quality training to a wide range of audiences. |
| **5.** | To provide a psychological perspective for SEND panel processes, as required, to assist in decision making and efficient use of resources. |
| **6.** | To receive and provide professional peer supervision in line with the MK EPS Supervision Policy. |
| **7.** | To ensure that relevant national and local Performance Indicator targets are met, particularly with regard to the statutory assessment process. |
| **8.** | To promote and facilitate partnership working, early intervention and integrated local solutions, applying psychology to enhance the learning and development of children. |
| **9.** | To ensure that family and child centred approaches are applied to working in partnership with parents and children with SEND embracing the principles of Early Support. |
| **10.** | To maintain leading edge knowledge and understanding of educational psychology relating to the role. |
| **11.** | To implement the Council’s equalities policies and, in particular, to understand their implications in all dealings with children and young people and their families. |
| **12.** | To undertake any duties of a similar nature and level of responsibility of the post as may be required. |

*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.** | Good Honours degree in Psychology or equivalent Master’s degree |
| **2.** | Qualified teacher status or experience working with children that has been recognised by a Doctorate in Educational Psychology training course, or previous equivalent. |
| **3.** | Post Graduate qualification in Educational Psychology recognised by the BPS |
| **4.** | Registration with the Health and Care Professions Council as a Practitioner Psychologist |
| **5.** | Professional knowledge and competence as an Educational Psychologist, including experience in the application of psychological knowledge and skills, and commitment to own development. |
| **6.** | Ability and skills to work at individual, group and organisational levels, including delivering training. |
| **7.** | Works well as part of a team, including taking an active role towards service goals by contributing to team initiatives. |
| **8.** | Demonstrates a strong commitment to working collaboratively with others. |
| **9.** | Good oral and written communication skills; demonstrates ability to produce high quality written documents |
| **10.** | An effective communicator across professional and organisational boundaries. Ability to resolve issues satisfactorily and effectively while demonstrating respect and empathy for the feelings of others |
| **11.** | Understanding of relevant legislation relevant to children and young people, including those with SEND. |
| **12.** | Participates in planned CPD to ensure meets requirements of HCPC Registration |
| **13.** | Ability to manage workload, including setting priorities, planning activities and consistently meeting deadlines |
| **14.** | Understanding and commitment to professional codes of ethics and conduct relating to Educational Psychology practice. |
| **15.** | A good understanding of equality and diversity principles and ability to apply these across the role. |



Job Family

Professional/Technical

Grade I

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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 |

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.

### Role Characteristics

At this level job holders use their extensive experience and postgraduate level professional knowledge to take a lead in complex interactions with others, delivering change by evidence-based argument and persuasion. They exert professional influence on the organisational structures and procedures within their working area to enhance productivity, efficiency and customer satisfaction.

### 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 awareness 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 guidance to those in earlier career stages.

While the majority of roles will have demands for manual dexterity in relation to typing and similar functions, other jobs will use a range of equipment requiring precision in their use and handling.

### Thinking, Planning and Communication

Job holders will use their professional expertise to deal with complex, pressing issues on a day to day basis, but will also look well ahead and take a more strategic view of their project and service delivery objectives, shaping their teams’ composition, approach and operating procedures in accordance with wider service goals mandated by Service management.

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

**Decision Making and Innovation**

Job holders will have the freedom to interpret policy and broad operating guidelines in order to shape their teams’ detailed approach to meeting their corporate objectives and targets. They will deal with escalated, multi-faceted problems independently and will tend to only consult their manager on fundamental policy or resource issues.

### 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.

External facing roles will focus on the needs of people, whether external service users or partners and will be responsible for high impact decision making and the implementation of appropriate programmes on behalf of individuals or groups of people or enforcement of regulations which have direct and significant consequences upon those served. Such roles are likely to have at least one other elevated level of responsibility for such elements as finance, information assets, equipment or premises.

Internal facing roles are likely to have this pattern reversed, with the weightiest responsibility for highly valuable or significant financial and non-financial assets, but somewhat less accountability for the assessment of needs of individuals and groups.

Jobs will generally have formal line management responsibility and will not only allocate and check work, but also be directly involved in assessment, recruitment, and other human resource related procedures. Posts that do not have this level of managerial responsibility are likely to have compensatory levels of accountability in relation to the users of Council services, finance or other major asset(s).

### Impacts and 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.

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

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.