

Senior Leadership Educational Psychologist

JE Code: Soulbury Scale B



Values – We are dedicated, respectful, collaborative, we are Milton Keynes Council

Service: SEND
Reports To: Principal Educational Psychologist
Job Family: Professional and Technical
Grade: Soulbury Scale B- points 5-8 (plus up to 3 SPA points)
Political: N
Restricted:
Date: July 2022

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 receive and provide professional peer supervision in line with the MK EPS Supervision Policy. |
| 6. | To provide a psychological perspective for SEND panel processes to assist in decision making and efficient use of resources. |
| 7. | To ensure that relevant national and local Performance Indicator targets are met within own work and that of those you line manage, 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 and young people. |
| 9. | To work 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. |
| 10. | 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. |
| 11. | To maintain leading edge knowledge and understanding of educational psychology relating to the role, including areas of service responsibility. |
| 12. | To manage a group of main grade and Senior Educational Psychologists, Psychology Assistants and Trainee Educational Psychologists as needed. As appropriate, this may include: <ul style="list-style-type: none">- Induction responsibilities- Allocation and monitoring of statutory and commissioned and wider SEND and LA work- Professional support and line management, including performance management- Identification of professional development needs of individuals and the team |
| 13. | To provide supervision for Trainee Educational Psychologist and/or Psychology Assistants as required. |
| 14. | To deputise for the PEP when required and lead on management tasks and service initiatives as necessary. |

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| 15. | To contribute towards the EPS Senior Leadership Team and wider SEND Services management team. |
| 16. | To ensure that relevant resources including staff are deployed effectively. To ensure staff are organised, managed and motivated to deliver a high quality, creative and cost-effective service. |
| 17. | To develop initiatives supported by evidence-based practice, ensuring that the Service plays its part in the development and success across Children and Families. |
| 18. | 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. |
| 19. | To contribute to the Local Authority's strategic vision and its delivery as outlined in the Children and Families Plan through SEND Service plans. |

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. | Postgraduate qualification in Educational Psychology recognised by the BPS. |
| 4. | Registration with the Health and Care Professions Council as a Practitioner Psychologist. |
| 5. | A high level of professional knowledge and competence as an Educational Psychologist, including at least 4 years' experience in the application of psychological knowledge and skills, and commitment to own development. |
| 6. | Experience of supervision and/or line management of Educational Psychologists, Trainee Educational Psychologists and/or Psychology Assistants. |
| 7. | Ability to motivate and influence others to achieve goals and embrace change. |
| 8. | Experience of planning and leading project work and/or service initiatives. |
| 9. | Able to make decisions and take responsibility for own and others' performance. |
| 10. | Ability and skills to work at individual, group and organisational levels, including delivering training. |
| 11. | Works well as part of a team; including communicating and leading others towards service goals. |
| 12. | Demonstrates a strong commitment to working collaboratively with others. |
| 13. | Good oral and written communication skills; demonstrates ability to produce high quality written documents. |
| 14. | 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. |
| 15. | Understanding of relevant legislation relevant to children and young people, including those with SEND. |
| 16. | Participates in planned CPD to ensure meets requirements of HCPC Registration. |
| 17. | Ability to manage workload, including setting priorities, planning activities and consistently meeting deadlines. |
| 18. | Understanding and commitment to professional codes of ethics and conduct relating to Educational Psychology practice. |
| 19. | A good understanding of equality and diversity principles and ability to apply these across the role. |

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 report to a Head of Service or Director and are responsible for the development and implementation of strategy relating to two or more 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 sphere of influence within the appropriate functional areas.

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.

Thinking, planning and communication

Job holders will use their professional expertise to deal with highly complex, pressing issues on a day-to-day basis, but will also look well ahead and take a long-term, strategic view of their project and service delivery objectives over several years ahead, helping to shape 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 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 and reasoned argument. This will occur in written interactions and can also be 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 Head of Service or Director and will devise and implement strategic plans 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 functional/directorate level policy and operating 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 an entire functional area with differing specialties and employee profiles.

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 very complex, demanding of particularly lengthy periods of concentrated mental attention while also managing very high levels of work.

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 may at this level find themselves very occasionally exposed to some disagreeable, unpleasant or hazardous working conditions.