

Job Description

Educational Psychologist

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	Soulbury A 5-9
Location:	Hereford
Responsible to:	Principal Educational Psychologist

Main purpose of the role

In this role, the occupier must be able to meet demand for our early intervention traded work with schools. You will need to demonstrate good psychological case formulation skills, and have an interest in developing new projects which schools and settings are willing to commission.

Key Duties and Responsibilities	Frequency of Task
To provide educational psychology services in line with Herefordshire Educational Psychology Service policies and established practices and team development plan	Weekly
To provide quality psychological advice for statutory assessments in a timely, efficient manner in accordance with operational standards.	Weekly
To have an allocated 'patch' of mainstream schools and respond to their requests for case work and queries relating to this, and requests for involvement from special schools and early years settings.	Weekly
To support other agencies in providing holistic support to meet the needs of children, young people and families e.g. CAMHs or early help or social care.	Weekly
To provide advice and guidance to colleagues in our own team and the wider service e.g. queries raised by the Special Educational Needs team.	As needed/ Weekly
Expected to make significant contributions to the development of priorities and goals set by the Children and Families Service of Herefordshire Council.	On request



Key Duties and Responsibilities	Frequency of Task
To advise teachers through consultation and problem solving meetings how to support pupils with SEND in the mainstream school context, and at times special school sector.	Weekly
To provide advice, assessment and early intervention at appropriate Code of Practice levels in a manner complementing a graduated approach to meeting SEND.	Weekly
To support staff and pupils through the use of psychological interventions.	Weekly
To provide consultation, assessment and reporting services to staff at special schools and resourced units.	On request
To contribute to the annual review and reassessment procedures for pupils with education and health care plans (EHCP), including transition planning.	On request
To provide in service training to staff in schools and in the LA on aspects of educational psychology and special educational needs.	On request/ Termly
To contribute to the development of specialist interests and LA initiatives/projects	On request
To provide evidence and reports/assessments required by the LA in dealings with SEND tribunal cases, and if called upon appear as a credible expert witness.	On request



Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Qualifications and Training		
Postgraduate qualification in Educational Psychology and HCPC registered N.B. There are two essential qualifications, you must have one to apply: A. Have completed/are currently enrolled on a three year doctorate university training course in Educational Psychology or B. Have completed a MSc in Educational Psychology and have worked as a qualified Educational Psychologist.	Essential	A
Membership of HCPC (or currently on a Doctorate Course in Educational Psychology and in training).	Essential	A
Enhanced DBS check.	Essential	A
Full and valid driving license and use of a car.	Essential	A
IT skills	Essential	A/I
Experience & Knowledge		
Sound knowledge of relevant legislation and its implications	Desirable	A/I
Knowledge of a wide range of evidence-based interventions to support children's learning, development and well being	Essential	I
Excellent verbal and written communication skills across a range of situations and audiences	Essential	A/I
Skills and Abilities		

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Ability to plan, deliver, monitor and evaluate an efficient and effective high-quality offer, and a range of strategies to children and families in your designated area or patch of schools, which promote emotional wellbeing, attainment and positive outcomes for children and young people with additional educational needs	Essential	A/I
Experience of working with children and young people across a broad range of ages and special educational needs.	Essential	A/I
Communicate clearly and summarise and explain complex psychological ideas	Essential	A/I
An ability to train adults in areas relating to educational psychology practice.	Desirable	A
Generate new ideas through the application of psychology, problem solving skills and processes to support and guide staff in creating change/delivering positive outcomes for CYP	Essential	I
Demonstrate drive and commitment, displaying a high level of integrity and resilience	Essential	A/I
An ability to influence the thinking and perspectives of others through an appropriate balance of support and challenge.	Desirable	I
Engender the confidence of schools, settings, parents and carers through holistic thinking and respectful collaborative working.	Essential	I
Identify opportunities and roles for the service aimed at building capacity within school settings.	Desirable	A/I
Other Factors		



Requirements	Essential or Desirable	Identified by A – Application I – Interview
Work well independently as well as part of a team, organise workload effectively and meets deadlines	Essential	A/I
Demonstrate high standards in relation to ethical practice, workload management, and commitment to working in partnership to enhance the outcomes for vulnerable children and young people	Essential	A/I

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.



Our Values and Behaviours

The council's THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. They **help us to achieve our Council Plan vision "do our best for Herefordshire" acting as our DNA and the "way that we do things around here"**. **We expect all colleagues to act** as a role model by living our values and setting an example for others. Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

Trust - Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

Honesty - Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

Responsibility - Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

Inclusivity - Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

Value - Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

Empathy - Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.

