| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | Soulbury Senior and Principal EP scale |
| Location: | Hereford |
| Responsible to: | Head of Service Additional Needs |

# Job Description

# Job Role: Principal Educational Psychologist

**Additional Needs Service**

## Main purpose of the role

* Ensure the effective leadership and management of the Educational Psychology Team
* Ensure the statutory duties within the remit of the post are met.

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * To lead and manage a team of Educational Psychologists, ensuring the provision of high quality, inclusive service delivery for vulnerable children and young people in Herefordshire | * Daily |
| * To oversee planning, development and delivery of an effective Business Plan for Herefordshire Educational Psychology Service and to be responsible for ensuring that Herefordshire can provide a comprehensive and coherent service to improve outcomes for children, young people and their families. | * Quarterly |
| * To plan, develop and deliver an effective and comprehensive traded service, which is high quality and effective, whilst remaining financially sustainable. | * Termly |
| * To ensure that the quality and standards of services provided comply with the codes of professional ethics and competencies of the Health and Care Professions Council (HCPC) and the British Psychological Society. | * Daily |
| * To have responsibility for the effective management and oversight of the allocated budget for the Service, including the delivery of a traded model that generates required income to ensure sustainability. | * Monthly |
| * To have responsibility for the supervision of the professional practice of the Educational Psychology team. | * Monthly |
| * To ensure the continuing professional development of all staff within the Service. | * Monthly |
| * To ensure that the Service provides effective advice and support to children, young people, families, schools, settings, Post 16 providers and other agencies. | * Daily |
| * To ensure the provision of a timely and appropriate response to critical incidents and bereavements in schools. | * When required |
| * To develop strong multi-agency and partnership working with other services, including Health and Social Care. | * Daily |
| * To be the designated Service lead for Safeguarding within the service and to promote the safety and wellbeing of children and young people. | * Daily |
| * To be responsible for the appointment of Educational Psychologists and to oversee the work of Trainee Educational Psychologists, maintaining links with the University and other providers as appropriate. | * When required |
| * Maintain up to date detailed knowledge of legislation and national policy and to ensure both the Senior Leadership Team and the service are briefed on changes. | * Ongoing |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application**  **I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * An Honours Degree in Psychology, which provides eligibility for Graduate Basis for Chartered (GBC) membership of the British Psychological Society (BPS). | Essential | A, I |
| * Postgraduate training in Educational Psychology which is recognised by Health and Care Professionals Council (HCPC) | Essential | A, I |
| * Evidence of continuing professional development relating to strategic work, maintaining a position at the leading edge of the profession and applying this within the local authority. | Essential | A, I |
| * Evidence of further professional development | Desirable | A, I |
| * Management training | Desirable | A, I |
| **Experience & Knowledge** | | |
| * Extensive experience as a Senior Educational Psychologist or as a main scale Educational Psychologist within a local authority service, working within a traded service, and leading in development and implementation of initiatives that generate traded income. | Essential | A, I |
| * Management experience, demonstrating the skills to lead and supervise a team of Educational Psychologists, including monitoring workload and conducting performance reviews and recent supervision of EP’s. | Essential | A, I |
| * Experience of analysis of quantitative and qualitative data, report writing and delivery of high-quality presentations to a variety of audiences. | Essential | A, I |
| * Extensive experience of working with vulnerable children and their families across all age ranges. | Essential | A, I |
| * Experience of promoting the inclusion and safeguarding of children. | Essential | A, I |
| * Experience of creating and maintaining effective, positive relationships with Headteachers and senior leaders within schools. | Essential | A, I |
| * Experience of contributing to projects within the local authority at a strategic level and delivering on the service business plan. | Essential | A, I |
| * Experience of successful collaborative and partnership working across a wide range of stakeholders. | Essential | A, I |
| * Knowledge of guidance, policy and legislation relating to Educational Psychology standards and practice requirements. | Essential | A, I |
| * Detailed knowledge of SEND legislation, practices and protocols and the statutory duties associated with Educational | Essential | A, I |
| * Knowledge of equality legislation and issues in relation to equality, diversity and inclusion | Essential | A, I |
| **Skills and Abilities** | | |
| * Ability to work with others in a team to achieve results and develop good working relationships. | Essential | A, I |
| * Ability to take responsibility for personal organisation and achieving results. | Essential | A, I |
| * Flexibility in thinking and working practice to change, adapt and work effectively in a variety of situations. | Essential | A, I |
| * Capacity for self-improvement by developing and applying new skills and knowledge and learning from past experiences. | Essential | A, I |
| * Understanding of strategic approaches to partnership working, including joint planning | Desirable | A, I |
| * Knowledge and ability to use IT | Essential | A |
| **Essential general competencies** | | |
| * Be registered with the HCPC. * Enhanced clearance from the Disclosure and Barring Service * Capacity for independent travel | Essential | A |

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 behaviour, 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.