



JOB DESCRIPTION

DIRECTORATE Education Partnerships	SECTION Special Educational Needs
JOB TITLE Educational Psychologist	GRADE Soulbury A Point 3 – 8 (plus 3 SPA points as applicable)
REPORTING TO: Principal Educational Psychologist	
WORKING TO DELIVER OUR VISION: To make North Somerset a truly great place for children and young people to thrive; where all have the best possible life and opportunities, including those who are vulnerable, disadvantaged and/or have special educational or additional needs.	

1. Job outline and Purpose of role

We're seeking a dedicated Educational Psychologist to provide high-quality support across two North Somerset school patches. You'll work directly with children, families and teachers while also contributing to leadership and innovation initiatives. This role offers the chance to apply your psychological expertise to empower positive outcomes in education. An excellent opportunity to make a meaningful difference.

2. Main Duties and Responsibilities

- Provide educational psychology support to two patches of North Somerset schools (primary and secondary).
- Lead our developing initiative for children with speech, language, and communication needs.
- Deliver supervision and CPD through SENCO networks forum.
- Complete statutory work including psychological advice for Education, Health and Care assessments.
- Consult with children, families and schools on developmental and learning concerns (ages 0-25).
- Conduct assessments and implement interventions to support children's needs.
- Coach school staff and parents on evidence-based strategies.
- Collaborate with our team and other agencies to coordinate care and improve services.

- Use allocated "Development Time" to pursue professional interests and innovative projects.
- Monitor outcomes through data collection and analysis while maintaining compliance with regulations.

3. Benefits

- Meaningful work supporting child development and learning
- Opportunities for growth within a collaborative and ambitious team
- Competitive pay and benefits
- Continuing professional development and training

4. Learning and Development

- To regularly review and reflect on professional practice along with colleagues and your line manager to identify areas of further professional learning and development.
- To enrol and engage in regular training and learning opportunities, both internally and externally, in order to promote further professional development and practice.
- To identify and engage in opportunities to share professional practice and experience with other colleagues, students and professionals to promote an ongoing learning environment.
- To identify and support any learning and development needs for workers and managers within the service.

4. GENERAL

- This job description is not a complete list of duties but gives a general indication of the range of work undertaken. It will vary over time as demands and priorities change. The management team structures within Childrens' Services operate with a high degree of collaboration and flexibility, and post holders are expected to undertake any other duties commensurate with the general level of responsibility of the post
- The nature of the work may involve the jobholder carrying out work outside of normal working hours.
- The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the Service.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.
- The post holder will be required to provide a car or lease a car from the Authority and to possess a valid driving licence.
- Responsible for all elements of risk management related to the work of the psychology service
- Applicants must be professionally qualified and registered with the HCPC.



PERSON SPECIFICATION

DIRECTORATE Education Partnerships	SECTION Special Educational Needs
JOB TITLE Educational Psychologist	GRADE Soulbury A Point 3 – 8 (plus 3 SPA points as applicable)
QUALIFICATION <ul style="list-style-type: none"> • Good honours degree in Psychology or equivalent recognised by the BPS • Nationally recognised postgraduate qualification in educational psychology • Evidence of continued professional development of in relevant areas 	
Knowledge Skills and Experience <p>Essential</p> <ul style="list-style-type: none"> • Knowledge of a broad range of approaches to assessment and intervention, informed by current psychological research and practice • Understanding of and commitment to consultation as a framework for service delivery • Understanding of and commitment to supporting schools to achieve greater inclusion of children with special educational needs • Knowledge, understanding of and commitment to professional codes of ethics • Integrity - ability to be open and honest, to maintain high standards of personal behaviour and display strong moral principles • Accountability - willingness to take personal responsibility for your actions and decisions, and to understand the consequences of your behaviour • A demonstrable willingness to share information and work with other people, including the ability to listen, communicate with and understand others, taking account of other people's points of view • Excellent inter-personal skills including ability to communicate well orally and in writing • Knowledge of the broad range of service users supported by the EPS, along with an understanding of the different needs across these groups • A demonstrable willingness to share information and work with other people <p>Desirable</p> <ul style="list-style-type: none"> • Proven track record in supporting children looked after • Knowledge and awareness of national, regional, and international developments in Educational Psychology and Education in general • Desire and ability to contribute to ongoing service development • Competent research skills, data analysis, identification of trends and patterns to support the development of teaching and learning and/or the assessment of individual need • Outstanding organisational skills, an ability to plan ahead, make priorities, manage workload, allocate time and cope with stress 	

- Strong professional commitment and the drive, enthusiasm, and energy to motivate others and manage change effectively

COMPETENCIES

- Team Working ~ Develops team members and encourages and empowers others, delegates work to get the best from the team
- Service user/ outcome focused ~ sets challenging goals for self and others to achieve and improve service delivery
- Respect - a strong desire to treat people with care and dignity, observing the rights of other people, and helping and supporting others where you can
- Competent computer user including MS Teams, Outlook 365, and Microsoft office programs
- A demonstrable willingness to share information and work with other people, including the ability to listen, communicate with and understand others, taking account of other people's points of view
- Excellent inter-personal skills including ability to communicate well orally and in writing
- Attitudes consistent with a positive, non-racist and equal opportunities approach
- Ability to travel around the County
- Tenacious, self-motivated and good at motivating others
- Responding flexibility to changing demands
- Dependable and able to meet deadlines
- Solution-focused
- Appropriate and successful inter-personal skills
- Standard of spoken and written English that enables effective communication
- A flexible approach to working, including out-of-hours, and an ability and willingness to travel to various locations
- An understanding of, and commitment to, Equal Opportunities and the ability to apply this to strategic work and day-to-day situations
- Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of Equalities Act

PERFORMANCE MEASURES

- Feedback from service users, colleagues and partner agencies
- Key Performance Indicators (where available)
- Line manager assessment
- 360 feedback from staff and colleagues
- Performance of the team, assessed through innovative and effective quality assurance processes