



## JOB DESCRIPTION

<b>DIRECTORATE</b> Education Partnerships	<b>SECTION</b> Special Educational Needs
<b>JOB TITLE</b> Educational Psychologist	<b>GRADE</b> Soulbury A Point 3 – 8 (plus 3 SPA points as applicable)
<b>REPORTING TO:</b> Principal Educational Psychologist	
<b>WORKING TO DELIVER OUR VISION:</b> 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 are seeking a dedicated and forward-thinking Educational Psychologist to join us in delivering high-quality psychological services to schools across North Somerset. This is an exciting opportunity to combine direct practice with leadership, innovation, and strategic development.

### 2. Main Duties and Responsibilities

- Applying psychology through the delivery of traded services to a cluster of schools.
- Take on a leadership role in a key area of need—possible initial focus on Speech, Language and Communication Needs (SLCN), although we welcome proposals in other areas aligned to your expertise and interests.
- Contribute to preventative work, for example through the delivery of CPD and supervision in SENCO networks or involvement with the Virtual School.
- Undertake an allocation of statutory work.
- 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.
- 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.
- Continued professional development and training opportunities.

### **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

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

- 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