

Role profile

Job Title:	Assistant Educational Psychologist
Department:	Educational Psychology
Directorate:	Children

Grade:	Soulbury 2-3
Post no.:	53358/53361/51536
Location:	Perceval House

Role reports to:	Principal Educational Psychologist
Direct reports:	Main grade and Senior Educational Psychologists
Indirect reports:	N/A

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Enhanced **Disclosure and Barring Service (DBS) check**.

NOTE:

This is a two-year fixed term post suitable for psychology graduates who wish to apply for admission to an approved course of post-graduate training leading to a doctorate level qualification in the professional practice of educational psychology, recognised by the Health and Care Professions Council.

Purpose of role

- To assist the Educational Psychology Service in providing an efficient, responsive and professional service for children, young people and young adults aged 0–25 years. (primarily children under 5 and those with social communication needs). This includes the use of a range of psychological assessments and intervention activities in schools and the community, under supervision, as well as delivery and evaluation of pieces of project work focused on inclusion.
- To support the multi-disciplinary work of the Children's Directorate to promote the social, emotional and educational development of children, young people and young adults up to the age of 25 years.

Key accountabilities

- to work closely with a fully qualified educational psychologist and in partnership with parents and carers in all cases throughout the assessment, intervention and monitoring process.

- To provide a service of consultation, advice and intervention to families, educational establishments and other agencies involved with children and young people (CYP).
- To undertake assessments of identified children and young people and to offer consultation and advice to educational staff as appropriate in a range of educational settings including early years.
- To deliver specified psychological interventions with individual children or groups of children for the purposes of training and supporting others
- To assist qualified psychologists in meeting the Local Authority statutory obligations
- To contribute to the organisation and delivery of in-service training and to assist in the planning and implementation of research and project work as required.
- To access regular supervision consistent with expectations of professional bodies such as defined by HCPC/BPS and contribute to service meetings and development activities.
- Remain up to date and compliant with all relevant organisational procedures within the EPS, including policies and professional code of practice and relevant legislation.
- To keep clear and accurate electronic or paper records in all areas of work. To undertake general administration tasks to support EPS administration processes.
- Develop effective relationships with other partnership agencies and organisations within ESCAN and educational settings.
- Support equality and diversity regardless of gender, age, disability, sexual orientation, religion or ethnic origin.

Key relationships (internal and external)

- Children and young people, their parents/carers, teachers, non-teaching staff, other professionals within Ealing Council and Ealing Community Partners

Authority level

- N/A

Person specification

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Essential knowledge, skills and abilities

ESSENTIAL KNOWLEDGE, SKILLS & ABILITIES:

1. Knowledge and experience of current trends in psychological investigation and the ability to undertake appropriate assessments, which consider the needs of an ethnically diverse population, consistent with BPS Practice Guidelines.
2. Experience of working directly with teachers/educational professionals, individual and or groups of CYP with additional needs, particularly those presenting with social communication difficulties in the Early Years Foundation Stage (EYFS) and those with Social, Emotional and Mental Health (SEMH).
3. Experience of applying psychology when working with children and young people and professionals in educational and community settings.
4. A commitment to work in partnership with parents and carers at each stage of the referral, assessment and intervention process.
5. The ability to develop a relationship of trust and to gather and promote the views of CYP so they can achieve their aspirations.
6. Ability to actively listen and communicate effectively (written and verbal), including writing succinct and comprehensive reports
7. Knowledge of government legislation and implications for the practice of educational psychologists, particularly in relation to CYP with additional needs.

8. Ability to develop/offer training as appropriate to identified individuals and groups, whole class and whole school.
9. Ability to work independently and use supervision effectively to inform decision making and professional practice.
10. Ability to work as part of a team, attend and contribute to team meetings and service development.

Essential qualification(s) and experience

1. A 1st class/2i Honours Degree in Psychology or recognised equivalent qualification, which provides Graduate Basis for Chartered (GBC) membership of the British Psychological Society
2. A Master's degree qualification in Education/Inclusion/Special Educational Needs desired but not essential
3. A minimum of 2 years working experience (voluntary or paid) with children or young people 0-25 with additional needs and or disabilities
4. Working towards or willingness to work towards the 3-year doctoral educational psychology training programme to achieve qualified status as an Educational Psychologist

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> • Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues 	<ul style="list-style-type: none"> • Does what they say they'll do on time • Is open and honest • Treats all people fairly 	<ul style="list-style-type: none"> • Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents 	<ul style="list-style-type: none"> • Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures 	<ul style="list-style-type: none"> • Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards