

## SEND and Inclusion: Senior Educational Psychologist Team Lead Tier 4b Job Profile

<b>Directorate: Service area:</b>	Communities Education Services
<b>Accountable to:</b>	SEND: Principal Educational Psychologist
<b>Accountable for:</b>	Contributory to £1m+ EPS budget and an EPS Area Team (Educational Psychologists & Trainee EPs)
<b>Politically restricted post:</b>	No
<b>Delivery teams:</b>	EPS Area Team North
<b>Grade:</b>	Soulbury B, points 5-8 plus up to 3 SPA

### Context

You will support the work of Education Services and the SEND & Inclusion Leadership Team to ensure that resources are used to make a positive difference, meet statutory obligations and contribute to the overall strategic objectives set out in the SEND and Inclusion Strategy. You will support the SEND: Principal Educational Psychologist with specific strategic and management assignments to extend the leadership of the Educational Psychology Service, working proactively to ensure value added outcomes for children and young people (CYP) as part of the wider Education Strategy. As the Senior Educational Psychologist you will provide a high level of expertise in your professional discipline. You will design and shape solutions to achieve the service delivery plans and commissioning intentions. You will work in partnership with other Delivery Team Leaders to deliver our organisational outcomes. You will support the Strategy and Commissioning Manager, SEND & Inclusion in achieving our organisational vision and outcomes. You will develop and maintain good working relationships with a range of key stakeholders including statutory partners, service providers, voluntary sector and customers.

### Specific role assignment

<b>Delivery responsibilities</b>	<ul style="list-style-type: none"> <li>To lead within the EPS a specified strategic area, as appropriate/required, on the identification, setting and implementation of policy, strategies, and interventions to maximise educational and psychological outcomes for Warwickshire's CYP.</li> <li>To provide professional educational psychology leadership to the Educational Psychology Service Senior Leadership group and provide educational psychology line management to a geographically based team of educational psychologists, technical specialist educational psychologists, trainee educational psychologists, assistant educational psychologist, and undergraduate placement staff.</li> <li>Coordination, induction, training and support to EPS administration and casework support roles, as part of core and traded activity.</li> <li>To provide Senior EP leadership to WCC statutory decision-making processes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To lead on recruitment, retention, and well-being of staff within the EPS.</li> <li>• Provide psychological supervision to team members, according to self-audits of need, to meet HCPC protocols and ethical and safe practice within a context of core and traded work.</li> <li>• To engage EPS members broadly in WCC innovations, utilising combined professional expertise to increase outcomes against the SEND and Inclusion, and Education Services Strategies.</li> <li>• To display and utilise excellent psychological analysis and synthesis, including psychological management and leadership skills, reflection, facilitation, mediation, outcomes focused creative thinking, and to lead by example.</li> <li>• To extend professional development within the Educational Psychology Service, and across other stakeholders through sharing specialist knowledge and experience, and increasing organisational capability, to meet the complex needs of Warwickshire's CYP and their families.</li> <li>• To achieve successful partnership working across the LA and with external agencies.</li> <li>• To promote the educational and psychological development and well-being of children and young people in Warwickshire.</li> <li>• To participate in continuing professional development (including giving and receiving professional supervision) to the level required by appropriate professional associations and the Warwickshire EPS.</li> <li>• To initiate, undertake, support, and report on relevant educational psychology and other research and national evidence-based practice.</li> <li>• To be responsible for a broadly geographic 'patch' of schools, delivering a responsive and proactive educational psychology service in accordance with the Service's established traded and core service delivery model.</li> <li>• To work within and promote equal opportunities in terms of ethical, moral, and legislative frameworks.</li> <li>• To carry out such other duties as may be allocated by the PEP.</li> <li>• To work within the codes of conduct of the Health &amp; Care Professions Council (HCPC) and Warwickshire County Council, and within the expectations of the Warwickshire Educational Psychology Service.</li> </ul>
<b>Key business measures</b>	<ul style="list-style-type: none"> <li>• Staff recruitment and retention</li> <li>• Generating and overseeing traded work in order to generate income</li> <li>• Quality assurance measures are in place</li> <li>• Completion of statutory advice within 6 working weeks across the team</li> <li>• Acknowledge complaints within WCC customer standards</li> </ul>

<b>Statutory responsibilities (if applicable)</b>	<ol style="list-style-type: none"> <li>1. To provide immediate (within 1 day, as part of a team) psychological support as appropriate following critical incidents, as required across WCC.</li> <li>2. To complete Education Health and Care Needs assessments within statutory timescales.</li> <li>3. To provide educational psychology advice and facilitation, on complex case work, on FOI, Data Protection, SARs.</li> <li>4. Advice for and attendance at statutory Tribunals and other Court based work, as an expert witness, including HCPC hearings.</li> <li>5. Monitoring and review of WCC provision arrangements for children and young people with Education Health and Care Plans.</li> <li>6. To oversee the work of a geographical team of educational psychologists in ensuring that statutory work, is completed in a timely way.</li> </ol>
<b>Specific experience</b>	<ul style="list-style-type: none"> <li>• Eligibility for and achievement of HCPC registration followed by minimally 5 years of post-qualification successful experience including senior EP equivalent activity.</li> <li>• Demonstrable high levels of expertise, knowledge, skills and professionally qualified experience</li> <li>• Ability to be flexible in applying effective psychological frameworks across different areas of work.</li> <li>• Evidence of positive outcomes from project and systems work, and/or research relating to relevant aspects of the specified strategic area that reflects an inclusive and multi-agency approach Eligibility for and achievement of HCPC registration.</li> <li>• Skills in auditing, developing, delivering and achieving sustainable outcomes through staff training and development.</li> <li>• Knowledge and awareness of management theory and practice.</li> <li>• The ability to lead, motivate and supervise staff</li> <li>• Evidence of strong effective working relationships with schools, other professionals, and stakeholders.</li> <li>• Professional practice evidence of leading by example, innovation and application of value added change.</li> <li>• Strong communication skills, both oral, including interpersonal , and written; for a range of purposes and audience.</li> </ul>
<b>Specific qualifications/and registration</b>	Registration with the Health & Care Professions Council to practise as an Educational Psychologist. This requires specified achievement of a professional qualification as an Educational Psychologist (Doctorate, Masters, or other HCPC determined equivalence level of qualification)
<b>FTE responsibility (line management)</b>	<ul style="list-style-type: none"> <li>• 4-10 members of permanent staff, trainee educational psychologists, plus variable hour staff employees.</li> </ul>

	<ul style="list-style-type: none"> <li>• Coordination of administrative and casework assistant team members, as part of both statutory and traded undertakings.</li> </ul>
<b>Key stakeholder relationships</b>	Maintained and Academy trust schools; EY settings; Post 16 settings; Independent Specialist Schools; Health professionals; Social Care; Youth Justice Service; Local Authority services such as the Virtual School, Social Care, Education Entitlement Team, SENDAR, Fostering and Adoption services; parents, families and other carers.

Commitment to safeguarding, with knowledge and understanding of current requirements and national policies.

An ability to travel effectively, on a regular basis, across the whole county in line with service policy and practice.

### Generic capabilities of the role

Generic Capability	Descriptor
Business Acumen	<ul style="list-style-type: none"> <li>• Deliver in year service plan (1 year)</li> <li>• Effective contract and supplier management</li> <li>• Meet budget, savings and income targets</li> </ul>

- Contribute to the operational planning of the service with the commissioning team

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- Ensure effective contract management arrangements are in place
- Manage costs down, deliver savings and income targets (as applicable)

Generic Capability	Descriptor
Performance and Standards	<ul style="list-style-type: none"> <li>• Statutory compliance</li> <li>• Professional practice</li> <li>• Procedure compliance</li> </ul>

- Execute the statutory or regulatory duties that are in place and delivered across the team.
- Ensure the safe operation of the business and compliance with appropriate regulations and legislation.
- Execute the relevant policies and procedures to ensure the outcomes are delivered.

Generic Capability	Descriptor
Operational Management	<ul style="list-style-type: none"> <li>• Deliver operational performance objectives</li> <li>• Manage the workforce</li> <li>• Deliver continuous improvement plans</li> </ul>

- Meet the service key business measures for the service
- Manage costs down through operational improvement
- Manage and allocate resources to meet key business measures
- Use data and insight to improve service performance

### Generic leadership competencies

Generic Capability	Descriptor
People Management	<ul style="list-style-type: none"> <li>• Workforce development</li> <li>• Workforce planning</li> </ul>

- Recruit and ensure effective onboarding of team members
- Retain and attract the required capabilities of the team through effective talent management
- Set and deliver stretching performance objectives
- Undertake annual appraisals with the team
- Undertake regular 1:1 sessions throughout the year to review performance against objectives
- Manage and support teams through organisational change

Generic Capability	Descriptor
Management of Resources and Planning	<ul style="list-style-type: none"> <li>• Monitors the service performance framework</li> <li>• Effective service design</li> </ul>

- Plan, task, deploy and co-ordinate resources to meet changing operational needs as required

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- Monitor, plan and review team outcomes ensuring delivery of personal and team objectives
- Hold regular meetings to inform teams of plans, priorities, budgets and expected outcomes
- Identify the capacity of the delivery team through effective workforce planning.
- Develop and implement integrated working across teams

Generic Capability	Descriptor
Organisational Leadership and Resilience	<ul style="list-style-type: none"> <li>• Deals with performance issues</li> <li>• Maintains business continuity</li> <li>• Role model of how we work principles</li> </ul>

- Maintain business continuity in the event of service disruption
- Effectively addresses performance issues within the team
- Enable the team to work in a high performance culture
- Act and operate corporately across WCC adopting the one council approach
- Act as a positive role model for WCC's values and behaviours at all times
- Represent the interests of the Council on external bodies and networks

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### WCC values and behaviours

The post holder must be able to demonstrate that they role model the WCC values and behaviours.

### Our Values – The Warwickshire DNA



### Our Behaviours



**Strategy...**the direction we will take to achieve our outcomes



**Plan...** what we will do to achieve the strategy



**Commissioning...**the process of how we will plan, purchase and monitor our services



**Strategic Commissioning...** the process for understanding, planning and delivering services to achieve the best outcomes



**Operational Commissioning...**the process for meeting need at an individual level or to a specific group



**Delivery...**providing services to our customers

