

# Job Description

## For Non-Streamlined Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

### Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

#### Role Details

Job Title:	Educational Psychologist	JEID	
Salary Grade:	Soulbury EP Scale A 3-8 (Plus up to 3 SPAs)		
Team:	Educational Psychology Service		
Service Area:	Education and Learning		
Primary Location:	Countywide		
Political Restriction	This position is not politically restricted.		
Responsible to:	Senior Educational Psychologist		
Responsible for:	N/A		

#### Role Purpose

To deliver an educational psychology service to the children, young people and families of Warwickshire.

To work in partnership with a range of educational settings in support of children and young people with special educational needs and disabilities

To support Warwickshire Local Authority's agenda of raising educational outcomes for all, building capacity within educational settings and maximising inclusion.

#### Role Responsibilities

- To implement the policies of the LA and the EPS working within appropriate legislative frameworks.
- To deliver a responsive consultation service for children and young people (birth to 25), families and a group of educational establishments, working within the established service delivery model, to facilitate the support of positive outcomes for vulnerable pupils and those with special educational needs.
- To contribute to the development and management of school improvement and inclusion within the LA.
- To work as part of an area service delivery team to develop an area of specialist work.
- To work collaboratively with other agencies to deliver integrated support and services, coordinated and built around the needs of children, young people and their families.

- To participate in continuing professional development (including professional supervision) at least to the level required by appropriate professional associations, and as required by service managers, sharing information learned with colleagues.
- To initiate, undertake, support and report on relevant research as required, reporting this appropriately.
- To work within and promote equal opportunities in terms of ethical, moral and legislative frameworks
- To work within the codes of conduct of the Health & Care Professions Council (HCPC) and the Division of Educational and Child Psychology of the British Psychological Society (BPS).
- To carry out such other duties as may be allocated commensurate with the grade of the post.
- To provide psychological advice as part of a needs assessment under the SEND Code of Practice and to contribute where necessary to Annual Reviews of EHC Plans.
- To contribute to the development and delivery of a range of interventions for educational settings and centres promoting evidence based practice to improve outcomes for all.
- To attend and participate in a range of service meetings, professionals training events and appraisals

## Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

### Essential Criteria

Assessed By:

Full registration with the Health & Care Professions Council to practise as an Educational Psychologist or the realistic expectation of such registration within three months of taking up the post.	D
A commitment to promoting equal opportunities	A,I,P
Skilled in the assessment of children and young people using a range of psychological tools and approaches and with a good knowledge of appropriate interventions to address their needs	A,I,P
Demonstrable ability to engage with educational setting staff, parents and carers; engendering their confidence in the professional skills brought to the role and strengthening their role in supporting children.	A,I
Demonstrable belief in evidence based, hypothesis testing approach to psychological intervention and creative constructive solution-focused approaches to problem solving	A,I
The ability to identify appropriate market opportunities and negotiate packages of work for the Educational Psychology Service	A,I,P
Good communication skills, both oral and written, for a range of purposes and audiences	A,I,P
Ability to work independently and to organise time / workload efficiently, meeting deadlines where required.	A,I

Commitment to working productively with other agencies, team work, sharing and developing ideas and practice	A,I
Basic IT competence, e.g. MS Word, Excel, PowerPoint, Google docs, TEAMS etc.	A,I,P
Evidence of being a car owner and access to a car for work purposes Disabled applicants should be able to perform the job with aid where necessary	A,D

## Desirable Criteria

Assessed By:

Specialist knowledge and experience in a particular area	A,I,P
Specialist skills and expertise in therapeutic interventions, Cognitive Behavioural Therapy or recognised training packages to build capacity among children & young people, parents & carers or school & other setting staff	A,I,P
Ability to offer leadership in an area of professional work	A,I
A commitment to further training and development at a high level	A,D
Experience of working in a traded setting	A,I,P
Teaching qualification or equivalent practitioner experience and / or experience within the health service or social care of working with children and young people.	A,D
Advanced IT skills	A
Experience within a wide range of educational provision	A,I
Experience of work with different agencies	A,I

## Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

### Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

### Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

<input type="checkbox"/> Provision of personal care on a regular basis	<input type="checkbox"/> Driving HGV or LGV for work
<input type="checkbox"/> Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of	<input type="checkbox"/> Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving

people (including pupils) or objects	own private vehicle or WCC vehicle for work purposes)
<input type="checkbox"/> Working at height/ using ladders on a regular/ repetitive basis	<input type="checkbox"/> Restricted postural change – prolonged sitting
<input type="checkbox"/> Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing
<input type="checkbox"/> Night work	<input type="checkbox"/> Regular/repetitive bending/ squatting/ kneeling/crouching
<input type="checkbox"/> Rotating shift work	<input type="checkbox"/> Manual cleaning/ domestic duties
<input type="checkbox"/> Working on/ or near a road	<input type="checkbox"/> Regular work outdoors
<input type="checkbox"/> Significant use of computers (display screen equipment)	X <input type="checkbox"/> Work with vulnerable children or vulnerable adults
<input type="checkbox"/> Undertaking repetitive tasks	X <input type="checkbox"/> Working with challenging behaviours
<input type="checkbox"/> Continual telephone use (call centres)	<input type="checkbox"/> Regular work with skin irritants/ allergens
<input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/> Work requiring respirators or masks	<input type="checkbox"/> Work with vibrating tools/ machinery
<input type="checkbox"/> Work involving food handling	<input type="checkbox"/> Work with waste, refuse
<input type="checkbox"/> Potential exposure to blood or bodily fluids	X <input type="checkbox"/> Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	