

Role Description



Post Number:

Service: SEND Assessment and Review

Job Title: Senior Educational Psychologist

Accountable to: Principal Educational Psychologist and Head of SEND Assessment and Review

Responsible for: Leadership within a locality-based context and line management of Educational Psychologists and Assistant Educational Psychologists. Responsible for one or more areas of strategic development within Educational Psychology, in collaboration with the Principal Educational Psychologist and Head of SEND Assessment and Review. Operational leadership within locality-based working.

Purpose

1. Provide expertise and strong management to drive performance and to commission and/or deliver the Council's priorities and meet service targets.
2. Provide clarity, management and motivation in delivering County council plans as required.
3. Ensure the effective understanding and operation of any specific statutory or regulatory duty contained within the role.
4. Advise Senior Managers in respect of operational planning and commissioning, policy matters and service delivery issues and engage with partners in the promotion, communication and delivery of services.
5. Provide leadership within a multi-disciplinary locality working context

Key Accountabilities

1. Create, agree and deliver plans and prioritise activities and projects.
2. Identify and deliver opportunities for service change and improvement and scope, plan and manage change in corporate and professional activities.
3. Review performance outcomes and customer feedback in order to meet customer requirements and to increase operational efficiency and effectiveness.

4. Develop and maintain effective customer relations and feedback channels and work to improve levels of customer service and satisfaction.
5. Resolve operational and service-based problems and conflicts raised through the service escalation process, and ensure positive outcomes.
6. Optimise the use of financial and other resources (including commissioning frameworks, income streams, etc.) to locally commission and deliver services on time, to budget and to the quality standards required.
7. Recruit, review the performance of, and ensure the development of individual professionals and other team members.
8. Operate information and communication systems to provide business and management information used to support and inform operational decision making.
9. Develop and maintain effective personal networks with partner agencies, suppliers and contractors etc. in order to maintain continuity and quality of service.
10. Communicate clearly and succinctly and use influence and persuasion to negotiate and achieve service objectives.

Assignment

1. To hold responsibility for operational management of a team. This includes providing direct line management and professional supervision, for Educational Psychologists and Assistant EPs.
2. To provide direct and professional supervision to Year 3 Trainee Educational Psychologists where this is required
3. To coordinate, monitor, support and quality-assure the work of a team of Educational Psychologists and other locality staff, responding to operational demands and service-user feedback, and managing the day-to-day functions of the team.
4. To be part of the Educational Psychology Service's Senior Leadership Team and to lead one or more areas of whole-service work, under the direction of the Principal Educational Psychologist and Head of SEND.
5. To promote equality and diversity and to make a contribution to promoting inclusion, widening participation and raising levels of achievement and wellbeing for vulnerable children and young people.
6. To contribute to ensuring the relevant Service Level Agreements and statutory requirements are fulfilled

7. To contribute to the EP Service Senior Leadership Team's work to ensure that the operation of the Educational Psychology Service meets the required professional and ethical standards, and meets the service's quality assurance measures.
7. To contribute to developing the EP Service, as part of the Senior Leadership Team, including developing service delivery models, service documentation, induction and professional development for psychologists, and responding to changes in legislation and service users' requirements.
8. To contribute to the development of the EP Service's business work plans and to monitoring and reporting on the key performance indicators within the plan.
9. To contribute to the development and embedding of the EP role within locality working
10. To maintain oversight of certain areas of the EP Service resources, as appropriate, under the direction of the Principal Educational Psychologist and Head of SEND.
11. To actively research, develop and promote new commercial opportunities and potential traded services.
12. To contribute to the EP Service Senior Leadership Team's work to ensure that there is effective and ongoing consultation with service users so that they are able to contribute to service design, delivery and evaluation; to promote and implement person-centred models of service delivery.
13. To build effective links with other services within the LA, Health and other agencies, to provide effective leadership at Locality Triage and SEND Panel.
14. To ensure that the safeguarding of children and young people who use the service is secure and to ensure that all those line-managed know and understand their safeguarding responsibilities.
15. To deliver an element of generic EP 'casework', as agreed with the Principal Educational Psychologist and Head of SEND Assessment and Review.
16. To deputise for the Principal Educational Psychologist and Head of SEND, as required.

Relationships

This role requires a wide range of contacts to ensure the effective and efficient operation of the service and the effective delivery of outcomes for children and young people. The key relationships are:

- Contact with managers at all levels within the Council, NHS and ICB in relation to the work of the SEND Assessment and Review Service which includes Educational Psychology and six Localities.
- Contact with officers in relation to business and commercial concerns and the delivery of the Service Level Agreements between commissioners and the service.
- Contact with Head teachers and managers of settings in relation to their settings and their work with children and young people.
- Contact within the wider education and children's sector, including voluntary sector providers, health providers, CAMHS, social care, Health, Early Help providers. parent/carers groups, universities and training providers.
- Contact with parents/carers and children and young people through direct contact; analysis of service data and feedback to understand their views and experiences.

KEY COMPETENCIES

QUALIFICATIONS	
Essential	Desirable
<ol style="list-style-type: none"> 1. Degree in Psychology (or equivalent, recognised by the British Psychological Society). 2. Professional Masters qualification in Educational Psychology alongside Qualified Teacher Status, or professional Doctorate qualification in Educational Psychology. 3. Registered with the Health and Care Professionals Council. 4. Relevant additional courses associated with Educational Psychology. 5. Evidence of up to date professional development in order to maintain registration with the HCPC. 	

EXPERIENCE AND KNOWLEDGE	
Essential	Desirable
<ol style="list-style-type: none"> 1. Substantial experience of working as an EP within a local authority context. 2. A high standard of skills and knowledge in relation to Educational Psychology and evidence of delivering psychological work to successfully support academic achievement and emotional wellbeing. 	<ol style="list-style-type: none"> 1. Experience of managing people, projects or resources.

<ol style="list-style-type: none"> 3. A sound knowledge of current developments in psychology, child development and education. 4. Knowledge and experience of delivering outcomes-led and person-centred services. 5. Knowledge and experience of delivering consultation and systemically-based approaches to service delivery and of <i>Assess, Plan, Do, Review</i> models. 6. In-depth understanding of the national SEND framework, alternative provision and developments in relation to vulnerable children and young people. 7. Experience of working within multi-agency contexts. 8. Experience of contributing to new ways of working. 9. Experience of presenting complex information effectively and sensitively to a range of audiences. 10. Experience of developing successful and effective relationships with a range of stakeholders and partners. 11. Experience of supporting and motivating others in order to deliver outcomes and of working as part of a team. 12. Ability to speak fluent English as stated in Part 7 of the Immigration Act (2016) 	<ol style="list-style-type: none"> 2. Experience of contributing to service plans and developments. 3. Experience of delivering professional supervision and support to EPs and/or others. 4. Experience of delivering applied research projects. 5. Experience of developing and delivering traded psychology work. 6. Experience of working within a locality context.
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PERSONAL ATTRIBUTES	
Essential	Desirable
<ol style="list-style-type: none"> 1. A commitment to the application of psychology to improve outcomes for children, young people, families and professionals. 2. A commitment to inclusion, equality and diversity. 3. Able to motivate others. 4. Able to create and maintain productive working relationships 5. Positive, committed, self-motivated and confident. 6. Adaptable and able to take a positive approach to change 7. Able to plan, prioritise and work to deadlines. 8. Innovative and creative. 9. Able to act with discretion and to respect confidentiality. 10. Patience and flexibility. 11. Capacity for self-evaluation and reflection. 12. Excellent analysis and decision-making skills, including the ability to synthesise and prioritise potentially conflicting demands. 13. Customer and community focussed. 14. Excellent communication skills – articulate, persuasive and sensitive. 15. High levels of personal integrity and authenticity. 	