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| Directorate: | Children’s Services | **Section**: | Educational Psychology Service |

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| **Job details** | |  | |
| **Job title:** | | Educational Psychologist | |
| **Grade:** | | Soulbury A Scale Points 2–7 + Casual Car User | |
| **Location of work:** | | Burrows House | |
| **Directly responsible to:** | | Deputy Principal Educational Psychologist Executive Principal Educational Psychologist | |
| **Directly responsible for:** | | Delivery of a psychological service to a number of schools, settings and psychological advice to the authority as requested | |
| **Hours of duty:** | | 36 | |
| **Primary purpose of the job:** | | To undertake the role and duties of an Educational Psychologist and deliver a service to a number of Salford schools and establishments | |
| **Post ref no:** | | 435951 | |
| Main duties and responsibilities/accountabilities | | | |
| 1. To be responsible to the Executive Principal Educational Psychologist/Deputy Principal Educational Psychologist.  2. To provide a psychological service based upon a consultative model of service delivery. This service will be provided to staff working in schools, parents, children and other professionals working with children.  3. To organise and maintain a regular programme to commissioning schools/ settings.  4. To negotiate a programme of work within designated schools/ settings and commissioners to work on cases and projects agreed.  5. To liaise and work with other agencies for the benefit of the child.  6. To negotiate a range of problem-solving strategies with all the relevant agencies, establishments and families thus enabling them to resolve issues.  7. To participate in the identification of children with special educational needs.  8. To produce reports of an acceptable professional standard as a means of advising the local authority, professionals, parents and agencies on the needs of individual children or more general issues.  9. To provide Educational Psychology Advice as required by the Strategic Director of Children’s Services under the 1981 Education Act.  10. To provide psychological information as required by the Children’s Services Directorate on problems presented by individual children, groups of children and institutions. | | | |
| Review arrangements | |
| The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this job description from time to time and will consult with the postholder at the appropriate time. | |

#### Date job description prepared/revised: July 2013

**Prepared/revised by: Claire Russell**

**Agreed job description signed by holder:**

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| **Job title** | **Grade** | **Directorate** | **Location** |
| Educational Psychologist | Soulbury A Scale Points 2–7 + Casual Car User | Children’s Services | Burrows House |

#### Note to applicants

#### Whilst all criterions below are important, those under the Essential heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

**(\*See grid overleaf)**

| **Essential criteria** | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
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| 1. 1 | To be a qualified Educational Psychologist with HPCP registration | **A/C** |
| 1. 2 | Ability to gather & evaluate complex information from a variety of sources & settings. | **I** |
| 1. 3 | Ability to engage, communicate & work in partnership effectively with children and young people (CYP), carers & members of Children’s Services. | A/I |
| 1. 4 | Ability to form effective working relationships with all commissioners of EP services. | **A/I** |
| 1. 5 | Ability to apply a wide variety of assessment techniques and interventions across varied settings with CYP 0🡪 25 years. | **A/I** |
| 1. 6 | Ability to plan, prioritise & manage a complex workload effectively within prescribed time-scales. | A/I |
| 1. 7 | Ability to work both independently & as part of different teams. | **A/I** |
| 1. 8 | Ability to work to an agreed quality standard in terms of report writing & other forms of writing and training. | **A/I** |
| 1. 9 | Ability to contribute to the ongoing development of the EPS. | **I** |
| 1. 10 | Ability to travel both within and outside Salford in order to complete duties as specified by the EPEP/DPEP | **I** |
| 1. 11 | Willingness to engage in ongoing development of skills in the area’s linked to projects such as of Emotional Well-being/Mental Health / LAC/ Early years and any other appropriate research opportunities | **I** |

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| Desirable criteria | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
| 1. 1 | Previous experience of writing summative project reports | **I/A** |
| 1. 2 | Experience of training adults in areas related to SEN | **I/A** |
| 3 | Experience of working a traded model of service delivery | **I/A** |

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| **Completed by** | **Date** | **Approved by** | **Date** |
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**Method of assessment (\* M.O.A.)**

**A =** Application form**, C =** Certificate**, E =** Exercise**, I** **=** Interview**, P =** Presentation**, T =** Test**, AC =** Assessment centre