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| **Department** | **Children’s** |
| **Job Title** | **ASSISTANT EDUCATIONAL PSYCHOLOGIST** |
| **Grade** | Soulbury..Assistant Educational Psychologist.1-4 |
| **Primary Purpose of Job** | To support Educational Psychologist’s in their work in order to develop a range of professional skills and experiences in preparation for training as an Educational Psychologist. |
| **Reporting To** | Principal Educational Psychologist/Senior Educational Psychologist |
| **Direct Staffing Reports** | n/a |

**Main Duties**

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| **1** | Promote the use of educational psychology to improve the educational outcomes and emotional well-being of children and young people. |
| **2** | Under the supervision of an Educational Psychologist, to work collaboratively with setting based staff, parents and children to help in the assessment of needs and the implementation of strategies. |
| **3** | Undertake a range of information gathering, observations, assessments, and interventions pertinent to the services’ work with children/ YP and their parents/ carers. |
| **4** | Keep accurate and retrievable records of work and provide written feedback as required. |
| **5** | To contribute to training programmes of staff development for members of the children’s workforce. |
| **6** | To participate in consultations/meetings at schools and settings and be involved in working collaboratively with partners as part of a multi-disciplinary team. |
| **7** | Engage in relevant searches of psychological literature to develop and enhance courses, packages and materials used by the Educational Psychology Service. |
| **8** | To keep accurate, up to date records of all contacts and work relating to children, young people and their families in accordance with service protocols. |
| **9** | To support colleagues in the completion of a full range of service tasks, including some administrative tasks. |
| **10** | To take part in meetings within the Educational Psychology Service.  |
| **11** | Develop skills and knowledge through participation in the process of supervision and being supervised by colleagues and line managers. |
| **12** | Undertake further training as part of continuing professional development. |
| **13** | To carry out such duties that are within the scope and spirit of the job title and grading. |
| **14** | To ensure confidentiality and secure storage and use of data. |
| **Date Job Description prepared/updated:** | **21.1.21** |
| **Job Description prepared by:** | **Sue Cornwell** |



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| **Department** | **Chilldern’s** |
| **Job Title** | **ASSISTANT EDUCATIONAL PSYCHOLOGIST** |
| **Stage One** | Disabled candidates are guaranteed an interview if they meet the essential criteria |
| **The Minimum Essential Requirements for the above Post are as Follows:** | **Method of Assessment** |
| **1.** | **Skills and Knowledge** |
| 1. | Knowledge of current legislation, circulars and guidance relating to special educational needs/educational psychology | Application Form/Interview |
| 2. | Knowledge of Early Years and National Curriculum requirements | Application Form/Interview |
| 3. | Ability to demonstrate a significant knowledge of child development | Application Form/Interview |
| 4. | Ability to demonstrate a clear ability to apply psychological knowledge and understanding to an educational context | Application Form/Interview |
| 5. | Excellent interpersonal skills | Interview |
| 6. | Ability to communicate effectively both orally and in writing, to keep accurate records and to produce reports as and when necessary. | Application Form/Interview |
| 7. | Ability to gather & evaluate complex information from a variety of sources & settings. | Application Form/Interview |
| 8.  | Ability to engage, communicate & work in partnership effectively with children and young people (CYP), carers & a range of other professionals | Application Form/Interview |
| 9. | Experience of/ ability to devise and deliver presentations | Interview |
| 10. | Ability to work independently and as part of a team | Application Form/Interview |
| 11. | Experience of working independently and managing own time/ organisational skills | Application Form/Interview |
| 12. | Willingness/ ability to reflect and learn from all opportunities presented | Application Form/Interview |
| 13. | Reliability, punctuality and a commitment to the role. | Application Form/Interview |
| 14. | A desire to train as an Educational Psychologist | Interview |
| 15. | **Competencies** – Please note the council’s corporate competencies, which are considered to be essential for all roles, are in the attached CORE COMPETENCIES document | Interview |

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| **2. Experience/Qualifications/Training etc** |
| 1. | At least 2:1 honours degree in Psychology (or recognised equivalent) and the Graduate Basis for Registration or Chartership (GBR/ GBC) as a psychologist as required by the British Psychological Society | Application Form |
| 2. | Experience of working directly with children and parents, for example, experience of teaching, youth work, mentoring or mental health support | Application Form/Interview |
| **3. Work Related Circumstances** |
| 1. | Able to work flexible office hours | Interview |
| 3. | This post has been designated an essential car user post. Applicants must hold a full, current and valid driving licence and a vehicle with a current valid MOT certificate. There must also be adequate vehicle insurance cover to comply with the council’s requirements, in line with the Travel Costs Reimbursement Policy | Application FormInterview |
| 4. | This post is subject to an enhanced disclosure from the Disclosure & Barring Service | Satisfactory DBS Disclosure |

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| **STAGE TWO** | Will only be used in the event of a large number of applicants meeting the minimum essential requirements |
| **Additional Requirements** | **Method of Assessment** |
| **1. Skills and Knowledge** |
| 1. | Experience of Early Years work | Application Form/Interview |
| 2. | Experience of working within educational settings. | Application Form |
| **2. Experience/Qualifications/Training etc** |
| 1. |  |  |
| 2. |  |  |

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| **Date Person Specification prepared/updated 21.1.21** |  |
| **Person Specification prepared by Sue Cornwell** |  |

**These core competencies are considered essential for all roles within Bolton Council. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.**

**Developing Self & Others**

Promote a learning environment to embed a learning culture.  Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development. Support and promote the principles of Investors in People.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council’s Emergency Management Plan is activated, you may be required to assist in maintaining key Council services and supporting the community.  This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality & Diversity**

Uphold the principles of fairness and the Equality Act in all undertakings as a Bolton Council employee, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring & professional image.

**Health & Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow Council policies and procedures on dealing with personal information and information assets, including The Code of Conduct, Data Protection, Acceptable Use and Information Security policies. Personal or confidential data should only be accessed or used for council purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required byThe Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure & Barring Service.

**The values of an organisation are those key principles by which people are expected to work to day to day. They’re our culture and help define what is expected of each and every one of us**.





