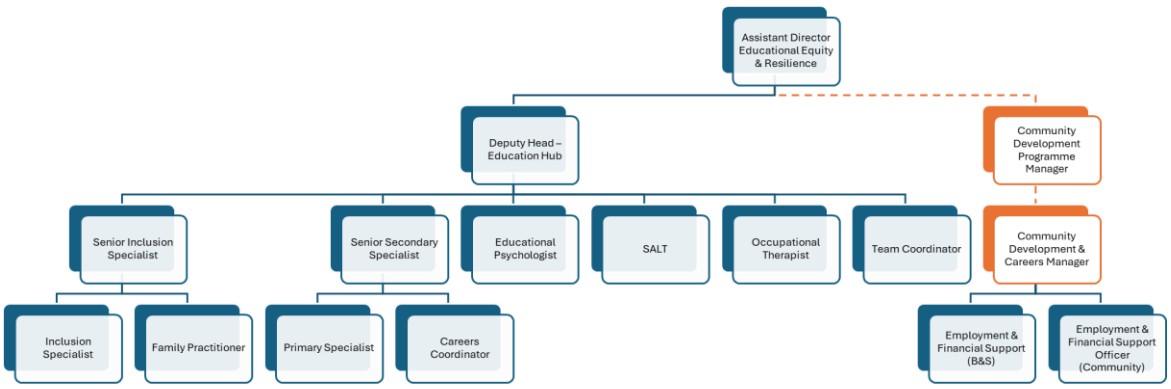
JOB DESCRIPTION

Job Title	Educational Psychologist
Directorate	Grenfell
Service	Grenfell Education Team
Grade	H?

Employees directly supervised *(if applicable)*:	0

Family Tree *(job titles only, no employee names)*



1. JOB PURPOSE:

To provide specialist educational psychology services to children and young people affected by the Grenfell Tower tragedy, supporting their emotional, social, and academic development through tailored psychological assessments, trauma-informed interventions, and collaborative support with families and schools.

The Educational Psychologist will work as part of a multi-disciplinary team, using trauma-informed practices to identify and address barriers to learning and wellbeing, enhancing resilience and

recovery in children and young people. They will also provide training, consultation, and capacity-building to promote inclusive and restorative practices across educational and community settings.

2. DESCRIPTION OF DUTIES:

Psychological Assessments and Reporting:

- Conduct comprehensive psychological assessments, including cognitive, emotional, and behavioural evaluations, to identify barriers to learning and wellbeing.
- Provide evidence-based input for Education, Health, and Care Plan Needs Assessments (EHCPNA), ensuring compliance with UK SEND guidelines.
- Produce accessible, detailed reports with actionable recommendations for families, schools, and professionals to implement effectively.

Trauma-Informed Interventions:

- Develop and deliver interventions addressing emotional regulation, resilience, and the impact of trauma on learning and behaviour.
- Provide one-to-one and group-based support for children and young people to promote coping strategies and social-emotional growth.
- Collaborate with multidisciplinary teams to ensure trauma-informed approaches are embedded across home, school, and community settings.

School-Based Support:

- Provide a service of consultation, assessment, advice, planning and development work to a group of schools in the 500m area surrounding Grenfell Tower.
- Deliver training to school staff on trauma-informed approaches, emotional wellbeing strategies, and behavioural support.
- Advise on creating supportive classroom environments that enhance participation and achievement for all learners

Family and Community Engagement:

- Partner with families to support children's development through restorative and culturally sensitive approaches.
- Provide workshops and resources for parents to enhance their understanding of emotional regulation, resilience-building, and behaviour management.
- Collaborate with local organisations to design programmes that support families during key transitions, such as starting school or moving between educational stages.

Capacity Building and Systemic Change:

- Support schools and community organisations in creating inclusive environments that prioritise mental health and wellbeing.
- Advise on school policies and practices to align with trauma-informed and restorative principles.
- Build partnerships with external organisations to expand the support available to children and families.

Transitions and Lifelong Learning:

- Provide tailored support during key transitions, including entry to early years education, transitions between primary and secondary school, and preparation for post-16 pathways.
- Equip young people with skills for independence, such as emotional regulation, anxiety management, and planning.

Monitoring, Evaluation, and Professional Development:

- Regularly evaluate the effectiveness of interventions, adapting strategies based on evidence and feedback, writing reports, maintaining confidential records and providing statistical information as required.
- Maintain accurate and thorough documentation to track progress and ensure accountability.
- Stay informed about research and best practices in educational psychology and contribute to the continuous development of the Grenfell Education Team.

General Responsibilities:

- Work in accordance with the Council's policies, including Equal Opportunities and Safeguarding responsibilities.
- Be flexible in working hours, including occasional evenings and weekends.
- Undertake any other duties commensurate with the grade and responsibilities of the post.

SELECTION CRITERIA/PERSON SPECIFICATION

Job Title:	Educational Psychologist

Conditions to Note:

Candidates:
When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:
The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Values & Behaviours
The Royal Borough of Kensington and Chelsea has identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	**Equal Opportunities** Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.
B	**Qualifications** • Post graduate professional qualification in Educational Psychology • Registered Educational Psychologist with the Health and Care Professions Council (HCPC)
C	**Skills; Experience and Attitude** • Proven experience working with children and young people across early years, primary, secondary, and post-16 settings. • Expertise in conducting psychological assessments and producing statutory reports in line with UK SEND requirements. • Excellent knowledge of the Children Act 2014 section 3 and the SEND Code of Practice. • Skilled in trauma-informed practices with a focus on supporting children and families affected by adverse experiences. • Strong interpersonal and communication skills, with the ability to build positive relationships with diverse stakeholders. • Culturally competent, with an understanding of diverse family contexts and the ability to tailor interventions accordingly. • Experienced in delivering training, developing policies, and advising on systemic

	improvements. • Organised, reflective, and adaptable, with a commitment to ongoing professional development. • Knowledge of a wide range of psychological theories and practices to promote the achievement and wellbeing of children and young people. • Experience of working with school staff at all levels. • Knowledge of the Equalities Act legislation

	Our Values & Behaviours
D	**PUTTING COMMUNITIES FIRST** • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. The following examples are indicators of effective behaviour: • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. Our residents will feel that: • I have been included • I can see how my views have been taken into account • I can see improvements and developments based on my input
E	**RESPECT** • We listen to everyone and value the personal experiences of people in our communities and of each other. • We adopt a fair, and involving approach regardless of any way in which an individual is different to us. The following examples are indicators of effective behaviour: • I adapt my approach to take account of all differences and cultures in the community and with colleagues. • I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. • I communicate in a way that is respectful, encourages involvement and meets people's needs. Our residents will feel that: • I feel my culture and background are respected. • I have confidence that action is being taken.

	• I feel I am being treated fairly.
F	**INTEGRITY** • We act with openness, honesty, compassion, responsibility and humility. • We let people know what we are doing and communicate why and how decisions have been made. The following examples are indicators of effective behaviour: • I demonstrate empathy in my interactions with others. • I am honest and transparent about the decisions I take. • I follow through on the actions I say I will take and take ownership for communicating the outcome. Our residents will feel that: • I am told when something is not possible and the reasons why are explained to me. • I feel my perspective is listened to and understood. • I feel my views are valued
G	**WORKING TOGETHER** • We work together and in partnership with everyone that has an impact on the lives of our residents. • We want to understand, learn from each other and continually adapt. The following examples are indicators of effective behaviour: • I work with others to provide an effective service for residents, local communities and other departments within the Council. • I seek ways to work with other departments to deliver a seamless service and find opportunities to improve. • I seek out opportunities to learn from my colleagues and build on good practice. Our residents will feel that: • I can get my issue resolved without being passed around departments. • I find it easy to access the services that I need. • I feel the Council is open to new ideas.