

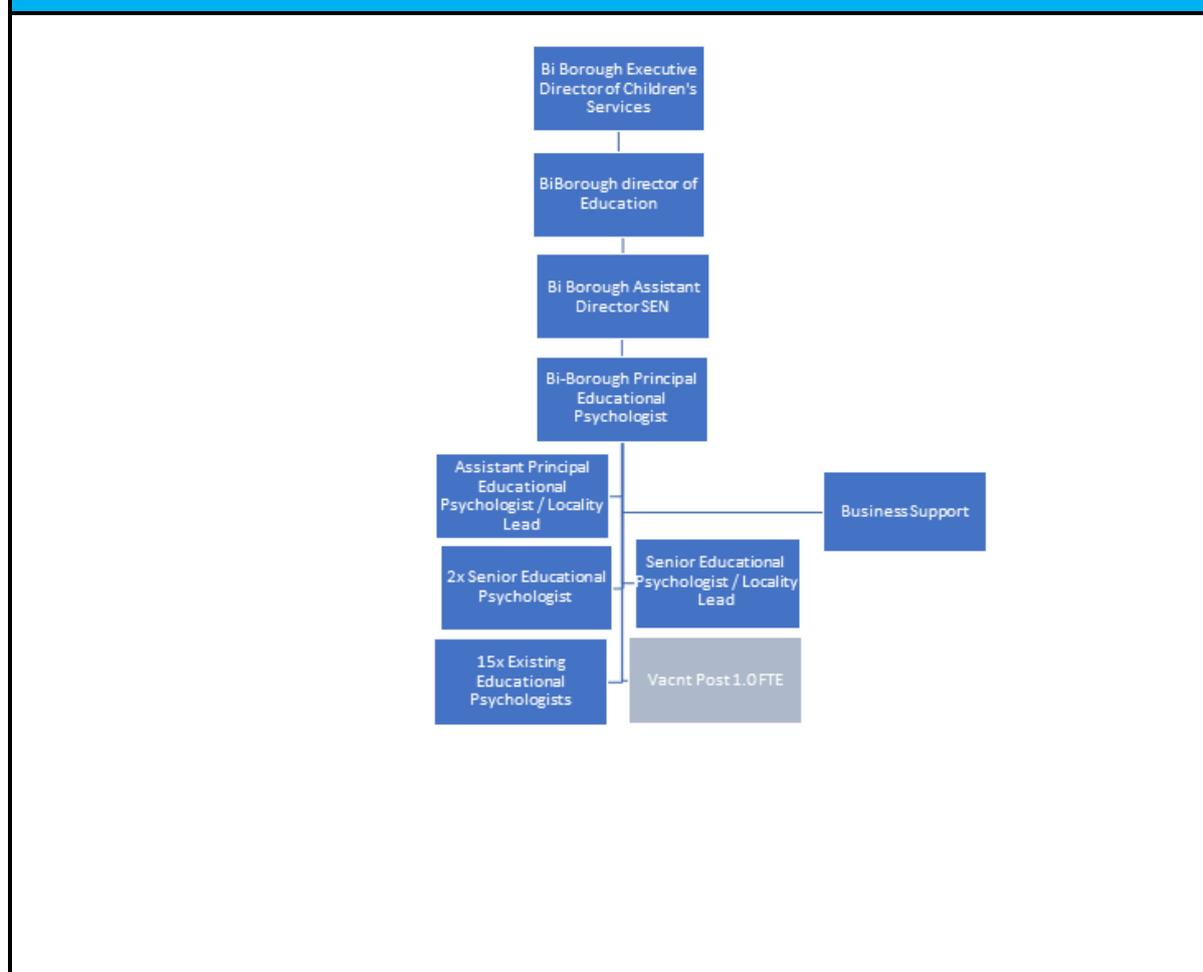
## JOB DESCRIPTION

<b>Job Title</b>	Bi-Borough Educational and Child Psychologist
<b>Position Number(s)</b>	51011603
<b>Department</b>	Bi-Borough Children's Services
<b>Section or Service</b>	Educational Psychology Consultation Service
<b>Grade</b>	HMGN 161 plus PRP

## DESIGNATION:

<b>Responsible to:</b>	Jeremy Monsen
<b>Employees directly supervised (if applicable):</b>	Yet to be confirmed

### Family Tree



## **JOB PURPOSE:**

To promote the achievement and well-being of children and young people, especially those with Special Educational Needs and/or other barriers to their learning and development.

Educational Psychologists working for the Bi-borough Educational Psychology Consultation Service (EPCS) deliver the full range of generic psychological services to schools, early year's settings and to other practitioners covering - **consultation, assessment, intervention, research** and **training** functions to support the development of pupil attainment and well-being.

To offer parents/carers support and guidance in understanding and meeting the needs of their children/young people so as to promote their achievement and well-being.

## **1. DESCRIPTION OF DUTIES:**

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- a. To deliver a targeted and specialist psychological service of consultation, assessment (including psychometric summative approaches), advice, planning and development work to a designated grouping ('patch') of schools (that makes a positive difference to a range of clients including head teachers, teachers, parents/carers, pupils and other practitioners).
- b. To make available consultation, staff development and training to ensure that schools and early years staff have the knowledge and skills that they need to deliver high quality teaching and support for learning to all students, including those with SEN and/or other barriers to their learning and development.
- c. To quantitatively and qualitatively monitor and evaluate interventions used in schools with students and to communicate examples of good practice.
- d. To contribute to a quantitative and qualitative analysis of the outcomes achieved by the Tri-borough Educational Psychology Service (Annual survey of consumer feedback).
- e. To provide high quality advice to the local authority, including statutory psychological advice, as required by the SEN legislation and Code of Practice (September 2014).
- f. To provide the local authority with advice about the needs of children and young people in the context of appeals to the Special Educational Needs and Disability Tribunal (SENDiST) and to give evidence at SENDiST hearings where required.
- g. To work with other educational psychologists and colleagues to develop policies and effective evidence based/informed practice that lead to improvements in the social and learning opportunities for children and young people and contribute to raising standards across Tri-borough schools.
- h. To develop expertise in at least one designated specialist area of educational and child psychology.
- i. To contribute to the Service's systems for supervision, appraisal and consultation for educational psychologists.
- j. To provide high quality advice to the local authority, including statutory psychological advice, as required by the SEN legislation and Code of Practice (September 2014).
- k. To provide the local authority with advice about the needs of children and young people in the context of appeals to the Special Educational Needs and Disability Tribunal (SENDiST) and to give evidence at SENDiST hearings where required.
- l. To develop the Service's preventative role, including contribution to in-service initiatives and undertaking research and development projects in identified areas of need.
- m. In order to carry out these duties effectively the post holder will be required to maintain ongoing personal professional development in relation to new developments in Psychology and Education

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All staff are expected to carry out their job in compliance with the Councils Constitution. This means being familiar with the policies and procedures relevant to the job and asking for information and advice if you are unsure of the correct course of action. The Council's Constitution is published on the Internet

In accordance with Bi-Borough working arrangements, your employment will be with the Royal Borough of Kensington and Chelsea. Under the S113 of the Local Government Act 1972 you may be required to act on behalf of one or both of the boroughs (Westminster City Council). This may mean that the location of your employment will vary.

The duties and responsibilities outlined in this job profile are indicative of the role; however they are not exhaustive and may be subject to change. In addition, you will be required to undertake other reasonable duties as directed by the Bi-borough Principal Educational Psychologist through your line manager.

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**I agree to the above job description**

**Post Holder**.....  
**Date**.....

**Head of Service**.....  
**Date**.....

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**2. DIMENSIONS:**

**(WHERE APPROPRIATE)**

**Quote figures which give a picture of the job as follows:**

**(a) Annual budgetary amounts with which the job is either directly or indirectly concerned**

**(b) Any other statistics relating to the work**

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**I agree to the above job description**

**Post Holder**.....  
**Date**.....

**Director / Chief Officer**.....  
**Date**.....

## SELECTION CRITERIA/PERSON SPECIFICATION

<b>Job Title:</b>	Bi-Borough Educational Psychologist
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### 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. Candidates applying for managerial/leadership roles should also demonstrate two additional leadership behaviours.

<b>A</b>	<p><b>Equal Opportunities</b> 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.</p>
<b>B</b>	<p><b>Qualifications</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ Postgraduate training in educational psychology (or equivalent) conferring entitlement to registration as a practitioner psychologist by the Health and Care Professions Council (HCPC).</li> <li>▪ Applications from candidates expecting to qualify as educational psychologists will be considered.</li> </ul>
<b>C</b>	<p><b>Skills; Experience and Attitude</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ Successful experience working with children and/or young people.</li> <li>▪ Knowledge of the educational context and relevant legislation, including the SEN legislation and Code of Practice and the disability legislation (September 2014).</li> <li>▪ Understanding of the context and framework of work in local authorities.</li> <li>▪ Responsiveness to the needs of commissioners and stakeholders in developing a coherent and responsive Bi-Borough EP Service.</li> <li>▪ Knowledge of a broad range of relevant psychological theory and practice consistent with HCPC Registration to promote the achievement and well-being of children and</li> </ul>

	<p>young people.</p> <ul style="list-style-type: none"> <li>▪ Evidence of commitment, sensitivity, skill and overall competence in working as an Educational Psychologist with children/young people, particularly those with learning, emotional, behavioural and well-being/mental health needs, their parents/carers as well as others who are involved.</li> <li>▪ An ability to use clear evidence to make decisions and recommendations relating to case work, applied practice and Children’s Services initiatives.</li> <li>▪ Evidence of commitment, knowledge and ability to participate as an effective member of a team of educational psychologists working in diverse inner city areas.</li> <li>▪ Evidence of an ability to plan, prioritise and organise time effectively.</li> <li>▪ Evidence of a high level of ability to communicate clearly, in both written and verbal form, in a style appropriate to the context.</li> <li>▪ Ability to maintain effective working relationships, at all levels with colleagues in Children’s Services, and related support services.</li> <li>▪ Evidence of flexibility and openness in developing methods of practice, combined with a critical appreciation of recent developments in psychological assessment and of consultation with schools and other institutions.</li> <li>▪ Evidence of working within a range of educational settings with a variety of children and young people, particularly with those with emotional and behavioural difficulties.</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of supervision skills and experience of conducting individual, peer and group supervision sessions.</li> <li>▪ Experience of Traded Services in the public or private sector, including Private Practice.</li> </ul>
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Our Values & Behaviours	
<b>D</b>	<div style="background-color: #00bcd4; color: white; padding: 5px; text-align: center; border-radius: 10px; margin-bottom: 10px;"><b>PUTTING COMMUNITIES FIRST</b></div> <ul style="list-style-type: none"> <li>• We put local people at the heart of decision making in everything we do.</li> <li>• We seek to include and involve: all voices matter.</li> <li>• We provide quality services that are responsive, effective and efficient.</li> </ul> <p>The following examples are indicators of effective behaviour:</p> <ul style="list-style-type: none"> <li>• I actively involve and include the communities that I serve in my work.</li> <li>• I shall reflect the views of the communities in my daily work.</li> <li>• I shall improve the service I provide through seeking feedback from others.</li> </ul> <p>Our residents will feel that:</p> <ul style="list-style-type: none"> <li>• I have been included</li> <li>• I can see how my views have been taken into account</li> <li>• I can see improvements and developments based on my input</li> </ul>
<b>E</b>	<div style="background-color: #4caf50; color: white; padding: 5px; text-align: center; border-radius: 10px; margin-bottom: 10px;"><b>RESPECT</b></div>

	<ul style="list-style-type: none"> <li>• We listen to everyone and value the personal experiences of people in our communities and of each other.</li> <li>• We adopt a fair, and involving approach regardless of any way in which an individual is different to us.</li> </ul> <p>The following examples are indicators of effective behaviour:</p> <ul style="list-style-type: none"> <li>• I adapt my approach to take account of all differences and cultures in the community and with colleagues.</li> <li>• I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves.</li> <li>• I communicate in a way that is respectful, encourages involvement and meets people's needs.</li> </ul> <p>Our residents will feel that:</p> <ul style="list-style-type: none"> <li>• I feel my culture and background are respected.</li> <li>• I have confidence that action is being taken.</li> <li>• I feel I am being treated fairly.</li> </ul>
<p><b>F</b></p>	<div style="text-align: center; border: 2px solid blue; border-radius: 15px; background-color: #00aaff; padding: 5px; width: fit-content; margin: 0 auto;"> <p><b>INTEGRITY</b></p> </div> <ul style="list-style-type: none"> <li>• We act with openness, honesty, compassion, responsibility and humility.</li> <li>• We let people know what we are doing and communicate why and how decisions have been made.</li> </ul> <p>The following examples are indicators of effective behaviour:</p> <ul style="list-style-type: none"> <li>• I demonstrate empathy in my interactions with others.</li> <li>• I am honest and transparent about the decisions I take.</li> <li>• I follow through on the actions I say I will take and take ownership for communicating the outcome.</li> </ul> <p>Our residents will feel that:</p> <ul style="list-style-type: none"> <li>• I am told when something is not possible and the reasons why are explained to me.</li> <li>• I feel my perspective is listened to and understood.</li> <li>• I feel my views are valued</li> </ul>
<p><b>G</b></p>	<div style="text-align: center; border: 2px solid green; border-radius: 15px; background-color: #00b050; padding: 5px; width: fit-content; margin: 0 auto;"> <p><b>WORKING TOGETHER</b></p> </div> <ul style="list-style-type: none"> <li>• We work together and in partnership with everyone that has an impact on the lives of our residents.</li> <li>• We want to understand, learn from each other and continually adapt.</li> </ul> <p>The following examples are indicators of effective behaviour:</p> <ul style="list-style-type: none"> <li>• I work with others to provide an effective service for residents, local communities and other departments within the Council.</li> <li>• I seek ways to work with other departments to deliver a seamless service and find opportunities to improve.</li> <li>• I seek out opportunities to learn from my colleagues and build on good practice.</li> </ul> <p>Our residents will feel that:</p> <ul style="list-style-type: none"> <li>• I can get my issue resolved without being passed around departments.</li> <li>• I find it easy to access the services that I need.</li> <li>• I feel the Council is open to new ideas.</li> </ul>