

Post No. :	1071
Post Title:	Educational Psychologist
Directorate:	Children’s Services
Division:	Special Needs
Section:	Educational Psychologists
Reports To:	Principal Educational Psychologist
Location:	Bickerstaffe Square
DBS Status:	Enhanced Child
Grade:	SOULBURY – EDUC PSYCHOL SCL A SEPA POINTS 2-7 OR 8 OR 9 OR 10

Role Purpose
<p>To provide an Educational Psychology Service to schools, Children’s Services and families within Blackpool and contribute to raising standards within Blackpool schools. To have responsibility for providing appropriate support, advice and intervention to ensuring that the council meets the needs of those children and young people (0-25 years) with special educational needs and disabilities (SEND) and delivers appropriate statutory and local targets in improving outcomes.</p> <ol style="list-style-type: none"> 1. To be responsible to the Principal Educational Psychologist 2. To provide a psychological service to an allocated group of schools and other agreed education-based settings within the geographical area. 3. To support the further development of the Educational Psychology Traded Service 4. To work within a consultative, collaborative, family friendly and highly professional framework. 5. To promote, facilitate and support inclusion at a service, school, family and individual level. 6. To provide and contribute assessment and Educational Psychology Advice in determining the Special Educational Needs of pupils living in Blackpool, as part of statutory assessment under the 2014 Children and Families Act (and any replacement arrangements) within agreed timescales. 7. To develop and facilitate training for school-based and other professionals and services as part of planned priorities. 8. To contribute to the development of procedures, policy and strategy to improve the outcomes for the children and young people with SEND. 9. To collaborate and contribute to the development of and implement appropriate change mechanisms within the Educational Psychology Service and SEND, including areas associated with traded service, as appropriate. 10. To undertake psychological-based Local Authority (LA) and special educational needs (SEN) work, as required, including that associated with Statutory Advice, Child Protection, out of county reviews and tribunal activity etc. 11. To develop and maintain knowledge, engage in working functions and provide advice for the Educational Psychology team and SEND associated with agreed specialist areas of interest and expertise in line with service/LA needs and priorities, as required.

Main Duties and Responsibilities
<p>Using evidence-based psychological approaches, provide advice, problem solving support, intervention and review to education-associated staff, parents, children, young people and the LA.</p> <p>To work collaboratively with staff within and outside the LA to support integrated service delivery to children and young people.</p>

To actively promote inclusion and work effectively with other services and colleagues, particularly school-based staff, to ensure that achievement is promoted and attainment gaps are closed for pupils with SEND.

To offer constructive challenge within the framework of effective delivery of services, covered by the EP and SEND teams and ensure professional standards are maintained.

To provide statutory Psychological Advice as set out in the 2014 Children and Families Act and the Code of Practice (and within any replacement arrangements) to ensure that the council meets its statutory and policy obligations in relation to children and young people with SEND.

To professionally contribute and support peer and group supervision with the educational psychology team.

To obtain, collate, record and advocate appropriately the views and perceptions of children, young people and their families/carers.

To take part in and contribute to service-based and LA-based training, appraisal and appropriate professional development to meet identified objectives.

To provide psychological input into the development of LA policy and practice around SEND related areas via discussion, research, dissemination and evaluation.

To provide accurate and thorough recorded written documentation or reporting and to provide appropriate and timely data, when required, using appropriate databases and research, as a means of advising the LA, professionals, parents, children and young people and other agencies on the needs of individual children and more general relevant issues.

To communicate clearly, sensitively and accurately using spoken and written means and to appropriately use electronic media within daily practice and communication, adhering to relevant policies.

Qualifications	Please mark which are Essential or Desirable ▶	E/D
Qualified status approved by the British Psychological Society (BPS) in Educational and Child Psychology (or equivalent) including a degree in psychology suitable for graduate basis for registration and recognised postgraduate qualification.		E
HPCP registered Educational Psychologist.		E
Evidence of continuing professional development.		E

Knowledge, Skills and Experience	Please mark which are Essential or Desirable ▶	E/D
The ability to work collaboratively and effectively in partnership with others to bring about improved outcomes for young people and their families.		E
Ability to support and progress the process of change, at a child, family, group and school level, using psychological assessment and intervention.		E
Ability to communicate effectively inter-personally, orally and in writing and an ability to elicit and present the views of parents and children.		E
A clear commitment to working as part of a team, to agreed team priorities and to contributing to service-based developments and change processes.		E
A commitment and ability to work effectively within multi-agency contexts and via the medium of person-centred planning.		E
The ability to work within the context of statutory guidance, supporting statutory processes involved in the assessment of children with SEND		E

Organisational and professional skills – to work independently and with flexibility, in response to areas such as prioritisation of time and workload organisation.	E
Ability to use a range of IT appropriately, both to support daily practice and management functions.	E
The ability to negotiate and manage meetings to reach agreed priorities.	E
Up to date and thorough knowledge of relevant legislation, national policy and current developments in relation to SEND and LA responsibilities.	E
An in-depth knowledge of psychology and its application and research.	E
An in-depth knowledge of schools; school SEND processes; removing barriers to learning; inclusion and raising achievement and attainment for children and young people with SEND.	E
Excellent knowledge and understanding regarding a range of specific psychological and educational approaches, models and theoretical frameworks, which can be used to inform and support work with children, families and schools.	E
Demonstrates a clear understanding of procedures and processes around safeguarding children and equal opportunities.	E
Successful experience of two or more year’s placement/employment within an Educational Psychology Service.	E
Sound school based experience of both mainstream and special settings.	E
Considerable experience as a trainee or qualified Educational Psychologist.	E
Experience of contributing to the statutory assessment process of children and young people with SEND.	E
Proven experience of working collaboratively and in partnership to improve outcomes for children.	E
Considerable experience working with children and young people in the 2-25 year age range.	E

Initiative and Independence	
<ul style="list-style-type: none"> • Work to HCPC and BPS professional standards guidelines and regulations • Organise personal workload and determine priorities • Deal with unanticipated situations that arise without consulting line manager 	

Relationships/Nature of contacts	
<p>Direct work with</p> <ul style="list-style-type: none"> • Health and social care professionals • Professionals working in School, EY and post 16 settings • Vulnerable children and young people • Parents 	

Responsibility for Resources (Financial, Physical, Capital, Information)

Financial Resources

Physical Resources

- Laptop and assessment materials
- Manage data protection and highly sensitive service user information.

Responsibility for People (including supervision/training of staff or clients)

- Provide supervision and trainee educational psychologists at the request of the Principal Educational Psychologist

Mental and Emotional Demands

Mental Demands

High levels of concentration and attention required to manage

- Preparation of reports
- Interpretation of complex data

Emotional Demands

- Prioritization of conflicting work demands
- Manage interruptions associated with an open plan /hot desking office environment
- Manage predictable and unpredictable deadlines

Planning Requirements

- Deliver traded services agreed in SLA s with settings
- Work within statutory guidelines and timescales
- Manage personal workload and diary commitments

Key Facts and Figures

Provide quantitative and qualitative information to PEP as requested regarding

- Training delivered
- Caseloads
- Service users
- IPA targets

Working Conditions (This information is used to carry out any pre-employment medical questionnaires and to evaluate the Job Evaluation Working Conditions factor)

Manager Assessment of Working Conditions (percentage of time involved)

Manual Handling – Heavy Loads (over 25KG)	0%	Manual Handling – Light to Moderate (under 25KG)	0%	Vibrating plant/ tools/ equipment	0%
Noise	0%	Repetitive work activity/ operations	0%	Prolonged standing/ walking	0%
Prolonged sitting in a constrained position	0%	Confined spaces	0%	Extremes of temperature (e.g. very hot / cold)	0%
Adverse weather conditions (e.g. frost, rain, etc.)	0%	Working at Height	0%	Driving HGV/ LGV/ PCV/ Minibus	0%

Job Outline

Fumes, dusts, gases, etc.	0%	Solvents, oils, paints, degreasers, etc.	0%	Pesticides, herbicides, insecticides	0%
Detergent or other cleaning chemicals	0%	Biological hazards (e.g. vomit, urine, blood, sharps)	0%	Display screen equipment	0%
The job involves working with (percentage of time involved)					
Plant and/or machinery	0%	Vehicles (including driving)	0%	Electricity	0%
Welding	0%	Food Handling	0%	Animals	0%
Working alone	0%	Working with vulnerable people	0%	Working with people with special needs	80%
Working with members of the public	20%	Other (please state):			
Frequency of Risks that may apply whilst working in a people related environment					
Risk of Abuse	None / <u>Daily</u> / Weekly / Monthly	Risk of Aggression	None / Daily / <u>Weekly</u> / Monthly	Risk of Injury	None / Daily / Weekly / <u>Monthly</u>

Vision and Values

Blackpool Council's new Council Plan outlines what our vision and priorities will be during from 2015 to 2020.

Blackpool might be the biggest and the brightest but it isn't without its challenges. We've have major social and health issues to deal with, whilst needing to develop and innovate so our town meets the changing desires of modern day audiences.

We need to take advantage of other opportunities - in fields like energy generation - with the same vigour our predecessors had, when building iconic attractions such as the Winter Gardens, the Tower and Tower Buildings, the Pleasure Beach, and of course the true one-off that is the Blackpool Illuminations.

Our vision for Blackpool is that it will be:

"The UK's number one family resort with a thriving economy that supports a happy and healthy community who are proud of this unique town"

Our Priorities

We have two priorities:

- Priority one - The economy: Maximising growth and opportunity across Blackpool
- Priority two - Communities: Creating stronger communities and increasing resilience

Our Values

- We are **accountable** for delivering on the promises we make and take responsibility for our actions and the outcomes achieved
- We are committed to being **fair** to people and treat everybody we meet with dignity and respect
- We take pride in delivering **quality** services that are community focussed and are based on listening carefully to what people need
- We act with integrity and we are **trustworthy** in all our dealings with people and we are open about the decisions we make and the services we offer
- We are **compassionate**, caring, hard-working and committed to delivering the best services that we can with a positive and collaborative attitude

Equal Opportunities:

We do our utmost to ensure that there is no unjustified discrimination in the recruitment, retention, training and development of staff on the basis of their age, sexuality, religion or belief, race, gender or disabilities.