



**Job Profile comprising Job Description and Person Specification  
Job Description**

<b>Job Title:</b> Principal Educational Psychologist	<b>Grade:</b> MG2
<b>Section:</b> SEND and Inclusion Service	<b>Directorate:</b> Children Services
<b>Responsible to following manager:</b> Head of SEND and Inclusion	<b>Responsible for following staff:</b> 5 x Senior Educational Psychologists 1 x CAMHS Clinical Psychologist 1 x Associate (Doctorate Course)
<b>Post Number/s:</b> ESP005	<b>Last review date:</b> April 2015

**Working for the Richmond/Wandsworth Shared Staffing Arrangement**

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

**Job Purpose**

1. To provide strategic leadership and operational management for the School and Community Educational Psychology Service (SCPS). SCPS significantly contributes to the identification and statutory process for children and young people to identify special educational needs in collaboration with education, health and social care partners.
2. To ensure high quality education provision and support services are provided for the wide range of children and young people with emerging or identified special educational needs and/or disabilities.
3. To ensure the SCP Service is fully aware of, and delivers, identified key items linked to the SEND Strategy and Vision to ensure the Service complies with national directives and informs the strategic development



of SEND policy and practice across the Local Authority to ensure high quality educational provision for learners with special educational needs and disabilities.

4. To be accountable for the professional practice, professional leadership, management, deployment, health and safety, induction, supervision and continuing professional development of Educational Psychologists within the Service.
5. To work as an integral member of the SEND leadership group in ensuring our local area response to deliver improved outcomes for children and young people with SEND.

## **Specific Duties and Responsibilities**

### **1. Service Delivery:**

- a) To ensure maintenance of high quality service delivery and improvements for vulnerable children and young people in Wandsworth within the context of the legislative and Council changes
- b) To oversee planning, development and delivery of an effective Team Plan for the Educational Psychology Team and to be responsible for ensuring Wandsworth can provide a comprehensive and coherent service to children, young people, families, schools and the wider community in order to improve outcomes for children and young people.
- c) To oversee the quality and standards of services provided to comply with codes of professional ethics and competencies of the Health and Care Professions Council (HCPC) and the British Psychological Society
- d) To plan, develop and deliver an effective and comprehensive Traded Service ensuring that this remains high quality and effective, whilst remaining financially sustainable.
- e) To ensure the Educational Psychology Team provide effective advice and support to children, young people, families, schools, settings and Post 16 providers and other agencies.
- f) To ensure the implementation of a workforce development plan across the complete service, leading to the recruitment and retention of high calibre staff and ensuring employees develop the appropriate skills and knowledge to effectively fulfil their duties.
- g) To provide a timely and appropriate response to children, young people and educational settings in relation to critical incidents or events.



- h) To enhance the development of Tier 2 mental health services for children, young people and their families, including support for schools, working closely with other agencies and stakeholders.

## **2. Strategic Planning and Operational Service Delivery**

1. To develop and implement associated strategic and operational plans in collaboration with service colleagues and partners (including health commissioners and providers and schools and parents/ families) within the wider context of the SEND Reform and the SEND Strategy.
2. To work with partners to ensure Wandsworth has an effective quality assurance framework in place for all aspects of SEND delivery and performance, that is regularly reviewed and updated to reflect any change in practice.
3. To ensure that SEND is a key part of the Council's Joint Strategic Needs Analysis (JSNA) and that data analysis and other performance information is used to inform decision making and future strategy.
4. To secure effective partnership arrangements with health commissioners, educational providers and parents/ families to ensure that the local area is effective in meeting its obligations with regards to all children and young people with SEND.
5. To work with the Head of Children's Services Commissioning to lead the development and implementation of the Special School Place Planning Strategy in collaboration with colleagues and partners with a view to ensuring local education provision for children and young people with SEND meets demand.
6. To lead the process of enabling and ensuring that children and young people with SEND access their education entitlement in accordance with legislative and statutory requirements and the Special Education Needs Code of Practice: 0 – 25.
7. To ensure that ECHP assessments are produced in a timely manner and meet statutory timescales. All EHCPs must meet expected standards of excellent content and quality.
8. To ensure that there are appropriate decision making processes in place to ensure children and young people are placed in appropriate placements providing the best value for money. To work with colleagues across services including health to ensure all partners are effectively involved as required.
9. To support and challenge education providers so that children and young people with SEND attend quality educational provision, are supported



and educated so they achieve well in early years, in school and at college.

10. To provide leadership for, and oversight of, special resource base provision in the borough, working in collaboration with commissioning colleagues to ensure SLAs are effectively developed with all providers and performance appropriately monitored;
11. Providing direction, support and training (where required) to operational services and other agencies, enabling them to provide a high quality services which fulfils the statutory obligations to SEND children, young people and their families;
12. To work with colleagues in the Council, partners and parents to promote and enable the inclusion of children and young people with SEND as part of the wider approach to inclusion of all children and young people so that their education, health and care needs may be met.
13. To support the transformation of services in a robust and safe manner supporting the delivery of improvements and efficiency ensuring that services provide the best possible value for money.
14. To promote the welfare and safeguarding of children, young people and their families by ensuring that identified risks are minimised, protective factors strengthened and that children, young people and vulnerable adults are effectively safeguarded.
15. To work with Members and take strategic responsibility for the future direction of the operational service, to include presenting options on making services more commercially viable in an age of increased demand and reduced resources.
16. To assist the Director of Children's Services to inform and advise local and national Government, multi-agency bodies, the media and the public on issues relating to SEND Services and the broader span of children's services.
  - To ensure appropriate responses to complaints and member enquiries within agreed timescales. Lead on required action and ensure analysis of complaints and enquiries contributes to service planning.
  - To contribute to a range of interagency, regional and national strategic forums and review service delivery approaches and practice to effectively meet needs as defined above.
  - To lead and champion a culture of strong partnership working across all disciplines. To ensure the delivery of good standards of assessment, outcome planning, care support and personalised support and to work



with the health services and school colleagues to develop integrated approaches to service delivery.

- To maintain an overview of all court and legal proceedings ensuring that planning is of a high quality, timely, and adheres to judicial protocol.
- To stimulate and support the meaningful involvement of families in service development and evaluation as part of the council's commitment to putting residents first, and children at the heart of our practice. This is to include hard to reach parental groups.
- To ensure clear Service Level Agreements (SLAs) are in place where appropriate, covering all aspects of service delivery with performance and response levels, together with the escalation process of SLAs if they are not met
- To ensure services are planned and delivered in the light of developing local and national priorities.
- To work in collaboration with the school community, further education and higher education providers, specialist provision, training providers and employers to enable the progression of children and young people with SEND.

## **5. Financial & Resource Management**

- To take responsibility for the effective management and oversight of the allocated budget for the SCPS Service
- To ensure all purchasing and procurement is conducted in line with the corporate guidelines with appropriate use of the Council's financial systems.
- To ensure that all workforce expenditure is compliant with corporate guidance and that any temporary resource is purchased through the Council's agency contracts.
- To manage and report on large complex service and staffing budgets linked to the delivery of the service area.

## **6. Continuous Improvement**

- To implement continuous monitoring of individual and team performance and compliance to ensure statutory processes are delivered
- To work collaboratively with colleagues within the Council and with partners to develop improvement initiatives.



- To deliver continuous service improvement with a focus on delivering improved outcomes for Children, Young people and their families, whilst making more effective use of resources.

### **Generic Duties and Responsibilities**

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

### **Additional Information**

- Ability to work flexibly including out of hours to meet the needs of the service.
- Complete other reasonable tasks in order to fulfil role purpose or as required by management.

### **Team structure**

Please see additional document.



**Person Specification**

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**Our Values and Behaviours**

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

**Being open.** This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being supportive.** This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being positive.** Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a ‘can do’ attitude and are continuously looking for ways to help each other improve.

<b>Person Specification Requirements</b>	<b>Assessed by A &amp; I/ T/ C (see below for explanation)</b>
<b>Knowledge</b>	
Detailed knowledge and extensive experience of legislative and statutory requirements relating to children and adults with SEND and the Special Education Needs Code of Practice: 0 – 25 and Ofsted and CQC requirements	A, I

Detailed knowledge and extensive experience of Health and Care Professions Council (HCPC) and the British Psychological Society and recognised Quality Standards for Psychology Services	A, I
Knowledge and understanding of local and national policy and ongoing changes to the landscape in relation to services within the postholder's portfolio	A, I
In depth understanding of the key challenges facing education, health and social care for individuals with SEND	A, I
Sound, demonstrable knowledge of safeguarding and child protection policy and practice	A, I
Knowledge of strategic planning and quality assurance frameworks and how to lead and manage change	A, I
<b>Experience</b>	
A successful track record of experience as a senior Educational Psychologist demonstrating the skills to lead and supervise a team of Educational Psychologists	A, I
Experience of working with and managing multi-disciplinary and multi-agency teams	A, I
Managing a traded service budget or establishing a service commissioned by a number of different organisations including schools	A, I
Experience of partnership working with a wide range of stakeholders from the statutory, private and voluntary sector including education providers and health commissioners and providers	A, I
Experience of designing and implementing innovative change which will deliver legislative requirements and improve services	A, I
Experience of involving the community specifically parents/ families, children and young people and other stakeholders in service design and delivery	A, I
Experience of Research methodologies and the ability to lead projects	A, I
Experience of effective working with elected Members, central government and government agencies	A, I
<b>Skills</b>	
An appreciation of the potential implications the role of the psychologist has for others, particularly those from diverse backgrounds and an understanding of the Council's practice in this area	A, I
The ability to organize, initiate, schedule, plan, implement and evaluate aspects of work of the SCP Service to maintain accurate and up to date records and data.	A, I
Ability to challenge and support providers and partners to ensure the best possible services are provided to meet the needs of children and young people with SEND	A, I
Excellent oral and written communication skills with the ability to make clear presentations of facts or ideas appropriate for different audiences and the ability to gather evidence, prioritise and synthesis	A, I



complex information, reach logical conclusions and make sound judgements.	
Ability to write concise reports for a range of audiences complying with statutory and professional standards	A, I
Ability to work collaboratively with partners and providers to ensure education provision for children and young people with SEND meets needs and demand	A, I
Ability to use systems to provide management information, to evaluate performance and improve service outcomes	A, I
<b>Qualifications</b>	
Professional post graduate qualification in Educational Psychology and active registration with the Health and Care Professions Council (HCPC)	A, I, C
Evidence of continuous professional development	A, I, C

**A – Application form / CV**

**I – Interview**

**T – Test**

**C - Certificate**