



## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Senior Educational Psychologist	<b>Grade:</b> MG1
<b>Section:</b> Schools and Community Psychology Service (SCPS) and Special Educational Needs and Disabilities	<b>Directorate:</b> Children’s Services
<b>Responsible to following manager:</b> Head of Wandsworth Advisory Service /Principal Educational Psychologist	<b>Responsible for the following staff:</b> <b>Educational Psychologist</b> <b>Trainee Educational Psychologist</b> <b>Assistant Psychologist</b>
<b>Post Number/s:</b> ESPS701	<b>Last review date:</b> Sept 2020

#### 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

To work collaboratively within a multi-agency advisory team under the direction of the Head of service and the Principal Educational Psychologist to apply psychology in schools/ settings and the wider community to promote the positive development and the wellbeing of children and young people with ASD and social communication difficulties.

To contribute to work that aims to improve educational and social outcomes for children and young people living and being educated in Wandsworth.

The Post will also ensure effective performance management and supervision to assistance psychologists and trainee/educational psychologists with the service. The postholder will be responsible for working in collaboration with the head of service and health colleagues on best practices and evidenced based practice for children and young people with ASD / SCD.

### **Specific Duties and Responsibilities**

1. To take a strategic lead for developing evidenced based services that aim to support the development and wellbeing of children and young people with ASD and SCD and their families in Wandsworth, on behalf of the local authority.
2. To work with SCPS, wider Local Authority, advisory service, National Health Service (NHS) and Child and Adolescent Mental Health Services (CAMHS) colleagues to develop, plan and deliver interventions for educational, early years settings and other agencies.
3. To deliver psychological services within a framework of consultation to a group of schools / settings, children & their families. This will involve consultative support to parents, staff and other agencies, in particular concerning the needs of individuals and groups of children with ASD/ social communication difficulties.
4. To offer consultation to other members of the Advisory service around the psychological needs of children and young people with ASD/ Social communication difficulties.
5. To contribute to statutory work under the Childrens Act 2014 with children and young people with ASD/ Social Communication difficulties who live in Wandsworth, wherever they are educated, in accordance with relevant legislation where they are best placed to undertake this work and in agreement with the Head of Service.
6. To contribute to the professional development of heads, teachers and other relevant staff in schools and to school governors as appropriate; and to provide a training input to a range of agencies and groups (e.g. Social Services and Health) focusing particularly on the psychological difficulties coexisting with ASD/ Social Communication difficulties.
7. To undertake research and project work in collaboration with colleagues in other services, agencies and school. This will form the basis for development and implementation of the Autism advisory services' policies on meeting the needs of children and young people with ASD / SCD and their parents / carers and schools.
8. To undertake continuing professional development and engage in regular professional supervision

9. To provide supervision to the Assistant Psychologist within the Advisory Service and Educational Psychologists or Trainee Educational Psychologists within SCPS.
10. To participate as a member of the SCPS management team contributing to service development and policy formulation, attending management meetings and fulfilling management duties.
11. To work with families, young people, schools and service providers to identify local needs and develop local qualitative and quantitative performance indicators.
12. To be responsible for quality assurance of service delivery ensuring that robust systems are in place for the collection, analysis, evaluation and regular reporting of data for key performance indicators for service / stakeholders and strategic board.
13. To ensure that appropriate financial monitoring systems are set up and maintain oversight of the budget.
14. To undertake any additional duties as delegated by the head of service or Principal Educational Psychologist.
15. To contribute to and oversee service members contributions to the EHCNA statutory processes in line with the 2014 children Act and 2015 SEND Code of Practice” (including where necessary providing written contributions, attendance at EHCP reviews)

### **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.



## Person Specification

<b>Job Title: Senior Educational Psychologist</b>	<b>Grade: MG1</b>
<b>Section:</b> Wandsworth Autism Advisory Service / School and Community Psychology Service	<b>Directorate:</b> Children’s Services
<b>Responsible to:</b> Head of Service/Principal Educational Psychologist	<b>Responsible for:</b> Assistant Psychologists and Trainee Psychologist
<b>Post Number/s:</b>	<b>Last Review Date:</b>

### 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>	
1. Knowledge of current statutory legislative frameworks, national and local priorities and understanding of the role of applied psychology in relation to these.	A/I
2. Comprehensive knowledge of Autism and the different ways that the condition presents in children and young people	A/I
<b>Experience</b>	
3. Extensive experience of working with multi-disciplinary teams e.g. in TAC	A/I

meetings.	
4. Experience of working to support a diverse multicultural community with a broad range of needs.	A/I
5. Casework experience, including psychological assessment and intervention with children and young people with ASD/Social Communication Difficulties and their families, in a range of settings and the provision of written psychological records as appropriate.	A/I
6. Experience in providing supervision/ management / advice and guidance to assistant, trainee and/or educational psychologists.	A/I
<b>Skills</b>	
7. Knowledge of current practice, evidence base & research in applied child and educational psychology and how these can be applied in community, clinical and / or educational settings.	A/I
8. Evidence of an understanding of how Child Protection / Safeguarding legislation relates to the role, responsibilities and practice of the psychologist.	A/I
9. Knowledge of and demonstrable competency in consultation led approaches and in a range of psychological assessment and intervention techniques at the individual, group and organisational level including training and CPD	A/I
10. The ability to work effectively with parents and across agencies, teams and disciplines in a diverse range of educational and community based settings managing conflict, disagreement and / or other interpersonal difficulties where they might arise.	A/I
11. The ability to communicate effectively both orally and in writing in ways that are accessible for a wide variety of audiences, in particular young people and families.	A/I
12. The organisational ability to prioritise, initiate and plan work to meet deadlines and to compile accurate and up to date records, notes and reports in a timely manner.	A/I
13. The ability to gather evidence, synthesise complex information, reach logical conclusions and make sound judgements and decisions and to communicate these clearly both orally and in writing in ways that are accessible for a wide variety of audiences, in particular young people and families.	
14. A commitment to the ongoing development of professional knowledge and skills and to ensure maintenance of HCPC registration status, to participate in the SCPS supervision and non-majority ethnic, cultural and / or linguistic groups appraisal processes and where eligible the Wandsworth PRP scheme	A and I
<b>Qualifications</b>	
15. Post graduate qualification in Educational Psychology and registration with the Health and Care Professions Council (HCPC)	A & C
<b>Equal Opportunities</b>	



16. Evidence of an understanding of how the Council's Equal Opportunities policy would relate to the practice of the psychologist, and the potential implications for minority groups, including non-majority ethnic, cultural and / or linguistic groups.	A/I
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**A – Application form / CV**

**I – Interview**

**T – Test**

**C - Certificate**