

## Job profile

### Service and job specific context statement

<b>Directorate:</b>	Children and Young People's Service
<b>Service:</b>	Inclusion
<b>Post title:</b>	Associate Educational Psychologist
<b>Grade:</b>	Soulbury A points 2-7 + 3 SPA Relief/Casual contract, flat hourly rate (plus holiday entitlement)
<b>Responsible to:</b>	Principal EP and Area Senior Educational Psychologist
<b>Staff managed:</b>	None
<b>Date of issue:</b>	January 2020
<b>Job family:</b>	<b>P&amp;T - Professional &amp; Technical</b>

### Job context

The legislative framework for SEND changed as a result of the Children and Families Act 2014. The changes were significant in terms of extending the age range covered by the legislation to 0-25 years and introduced enhanced responsibility for engagement with parents/carers and children and young people to shape developments at both strategic and individual level. There is also increased emphasis on key partners including LA, education providers and health to work collaboratively to ensure the outcomes for children and young people are maximised. A new Ofsted framework was introduced in 2016 to monitor the performance of local areas in terms of SEND and compliance with the requirements of the new Code of Practice.

The strategic direction for the development of SEND in NY is underpinned by a strategic plan for SEND which includes developments to strengthen collaboration and decision making at locality level, the creation of local multi-disciplinary SEND teams together with the reshaping of the continuum of educational provision for 0-25 year olds with SEND.

The core focus of this role is to:

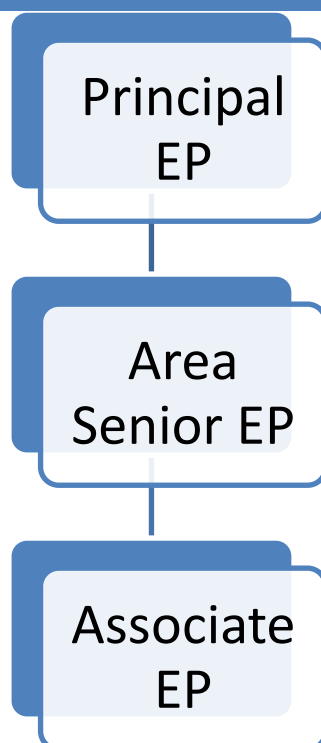
- To undertake duties for the North Yorkshire Educational Psychology Service in order to support effective service delivery.
- To facilitate the delivery of a psychological service to schools, settings and their communities within North Yorkshire.
- To apply psychology and promote efficient inclusion for children and young people aged 0-25.

### Job specifics

- Deliver personalised casework that puts the child and family at the centre.
- Support the balance in the locality EPS team between core/traded and statutory work
- Provide outstanding quality, child focused advice for statutory assessments in a timely manner

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### Structure



### Job Description

**Directorate:** Children and Young People's Service  
**Service:** Inclusion  
**Responsible to:** PRINCIPAL EP & AREA SENIOR EDUCATIONAL PSYCHOLOGIST  
**Staff managed:** None

#### Job purpose Enter job purpose here....

##### Operational management

- Work directly with schools and settings to embed consistent inclusive practices and the early identification and intervention of children and young people with additional needs.
- Provide appropriate support, challenge and escalation to schools causing concern.
- Taking a role in team around the school approaches as required.
- To support the creation and development of links with local communities.
- Actively seeking opportunities for transformation of services and provision to meet needs of children and young people and ensure cost effectiveness.
- Maintain effective networks with locality professionals across agencies to promote effective working practice and strategic planning.

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	<ul style="list-style-type: none"> <li>• Know your role as a Psychologist in supporting and promoting child development</li> <li>• Understand and explain behaviour in the context in which it arises</li> <li>• Understand or know where to find out about physical, medical, sensory or other 'within-child' conditions and their implications for living and learning</li> <li>• Observe, analyse, respond and then record in a suitable manner</li> <li>• Identify transition points and provide services that help to minimise the disruption</li> <li>• Provide support to children, young people and their families where necessary</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Ensure that communication and teamwork with other practitioners and professionals in Social Care, Health and the Voluntary and Community Sectors is effective, sustainable and built on good working relationships</li> <li>• Support a strong culture of inclusion in meeting children's needs across the locality- encourage creative and child and family focused solutions which cut across traditional boundaries</li> <li>• Share experiences and initiate actions where these are needed to make improvements in working together</li> <li>• Understand the importance of information sharing, how it can help others and the potential dangers of not doing so</li> <li>• Be mindful of the agreed protocols for information sharing and always seek to gain informed consent to share sensitive information</li> <li>• Encourage children and young people to share information in an appropriate context</li> <li>• Be aware of when confidentiality is essential and in what circumstances it might be broken</li> <li>• Know who to share information with and when; understand the difference between information sharing on individual, organisational and professional levels</li> <li>• Be clear in your language and communication with others</li> <li>• Build open and honest relationships using language appropriate to the development of the child or young person and the family culture and background</li> <li>• Ensure effective partnership working with parents and carers built on mutual respect</li> <li>• Listen actively and respond with empathy</li> <li>• Use your knowledge and skills to explain, summarise, question, inform, consult, negotiate and to help understanding</li> </ul>
<b>Partnership / corporate working</b>	<ul style="list-style-type: none"> <li>• Use the available technology to best effect to send, receive and disseminate information appropriately and keep communication open</li> <li>• Ensure a strong collaborative culture within the locality team</li> </ul>
<b>Systems and information</b>	<ul style="list-style-type: none"> <li>• Use existing data systems to bring together shared information to use for evaluation and planning purposes</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provide data as required for monitoring and evaluation of service delivery</li> <li>• Log work using Synergy, Wisdom and any other systems agreed within the Service or within the Directorate</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.</li> <li>• Recognise and take considered action in such situations</li> <li>• Use trust and understanding to make considered judgements</li> <li>• Involve children and young people when taking action on their behalf</li> <li>• Communicate, record and report appropriately using Common Assessment Framework (CAF), Integrated Children's Systems (ICS), Impulse, electronic document record management systems (eDRMS Wisdom) or other agreed systems</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities</li> <li>• Ensure services are developed and delivered in accordance with the aims of the Equality Policy Statement in response to the needs and aspirations of service users.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect, human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>

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### Responsibility of the Associate Educational Psychologist

- Continuing professional development
- Professional supervision
- Health and Care Professions Council (HCPC) registration compliance
- DBS registration and to notify North Yorkshire Educational Psychology Team if eligibility to work with children and vulnerable adults is no longer applicable.
- Provision of resources e.g. testing equipment

### Person Specification

Essential upon appointment	Desirable on appointment
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• In depth knowledge of current guidance and legislation</li> <li>• Knowledge of statutory requirements, including requirements in respect of Data protection and Freedom of Information</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of Local Authority policy, procedures and political context</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Experience of successfully working as an EP</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supervising or appraising staff</li> <li>• experience of the management of resources, including human and financial resources</li> </ul>
<b>Occupational Skills</b> <ul style="list-style-type: none"> <li>• Ability to assimilate new initiatives, technology and software and interpret information.</li> <li>• Able to negotiate targets, monitor their delivery and evaluate practice</li> <li>• Good interpersonal and communication skills, both written and oral</li> <li>• Ability to work on own initiative</li> <li>• Able to work under pressure in order to meet deadlines,</li> <li>• Able to determine priorities and delegate where necessary</li> </ul> <p>Proven ability to :</p> <ul style="list-style-type: none"> <li>• listen to and respect the views of others</li> <li>• state own ideas clearly and objectively</li> <li>• challenge when appropriate</li> <li>• ask for and act upon advice</li> <li>• support colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Has demonstrable skills in planning for service delivery</li> <li>• Able to evidence successful practice in assuring quality of service delivery and practice</li> </ul>
<b>Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role</b>	

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<ul style="list-style-type: none"> <li>• A professional qualification in educational psychology that meets BPS requirements</li> <li>• A qualified psychologist who is registered with the Health and Care Professions Council (HCPC)</li> </ul>	
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>• e.g. Ability to travel across the County</li> <li>• e.g. Ability to attend meetings outside of normal business hours</li> </ul>	
<b>Behaviours</b>	<a href="#">Link</a>

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.