Educational Psychologist

* Pupil Services
* Grade: Soulbury Scale A 5-10 (up to 3 SPA points will be honoured)
* Reports to: Principal or Senior Educational Psychologist
* Your team: Educational Psychology Service

Our mission

We are determined to create a more equal Islington, where everyone who lives here has an equal chance to thrive.

To do this, everyone who works at Islington Council lives by a set of values which guide us in everything that we do: collaborative, ambitious, resourceful, and empowering. They spell out ‘CARE’, which is what we think public service is all about.

[Watch our video](https://www.youtube.com/watch?v=LfdyvXRk5a0) to hear more about our mission and how you can help us achieve it from the Leader of the Council, Cllr Kaya Comer-Schwartz.

Key responsibilities

**Safeguarding**:

Be committed to, and take responsibility for, promoting and safeguarding the welfare of the children, young people and vulnerable adults who they come into contact with.Early Intervention

**Services in Schools and Settings:**

Provide high quality psychological consultation, assessment and person-centred planning to education settings in Islington, so that you can make recommendations about support and interventions that will make a real difference for children, young people and their families at an individual, group and organisational level.

Develop and maintain the full range of professional knowledge, skills and experience to satisfy the role and the requirements of this post.

**School focussed work**

Provide an educational psychology service to a small patch of schools and educational establishments including Primary, Secondary, Specialist and Early Years settings

Contribute to improving the quality of educational environments and the skills and knowledge of staff, in order to raise educational attainments and improve the wellbeing and resilience of all children and young people, especially those with SEND, to ensure they have the best possible preparation for adulthood.

Participate, alongside other members of the team, in providing an effective critical incident and loss and bereavement response to schools and settings.

**Statutory SEN processes**

To advise the Director of Children’s Services and other relevant officers of the needs of children and young people within the framework of current legislation and statutory duties, and in line with Islington’s local offer.

Have a full understanding of relevant legislative frameworks and guidance, council policies and service guidelines and standards so that appropriate advice and support is given.

Advise the Local Authority regarding children subject to SENDIST appeals and to attend Tribunal hearings where appropriate.

**Record Keeping and Report Writing**

Keep clear written records, documentation and data in line with service guidelines, and within the policy of confidentiality.

Provide clear, concise and high-quality psychological reports about children’s needs which include recommendations of provision to meet agreed goals and outcomes.

**Training, Support and Projects**

Provide high quality training and support for staff and professionals working with children to enhance their capacity to meet the needs and enhance the learning, of the children they work with

Work alongside staff in schools to develop their skills and knowledge by promoting evidence-based practice

**Supervision and Support**

Participate in service supervision arrangements, including peer supervision with EP colleagues; provide supervision and support opportunities to trainee EPs, and provide supervision and coaching to other professionals (eg Emotional Literacy Support Assistants and senior leaders in schools)

**Team and Multi-Agency Focused Activities**

Liaise with partners from other agencies to develop Service and Council projects and initiatives, including promoting belonging and inclusion, trauma informed practice and supporting the mental health and wellbeing of children and young people.

Take responsibility for your continuing professional development, and participate in service training and development activities

Participate in the ongoing development of service plans, and contribute to ensuring the EPS provides psychological services that are of a high psychological standard, are value for money, and are efficient.

**Working Flexibly**

The above- mentioned duties are neither exclusive nor exhaustive. You may be required to undertake responsibilities outside the normal remit of your Job description, as required by the Service Management, and are within your grading and level of competence

**Compliance**

Ensure legal, regulatory and policy compliance under GDPR, Health and Safety and in area of your specialism identifying opportunities and risks and escalating where appropriate.

**Work style**

The Islington EPS has a flexible work style that includes working in the office, joingin hybrid meetings and working at home

**For further details contact:**

**Contact name:** Gill Sassienie

**Contact job title**: Principal Educational Psychologist

**Contact email address:** gill.sassienie@islington.gov.uk

**Additional contact information**: For further details regarding the post, please contact Gill Sassienie (Principal Educational Psychologist) or Amanda Holgate, Trudy Kearney, Ellie Raman

or Chris Shaldon (Senior Educational Psychologists)

**Contact telephone number:** 02075273747

Person specification

You should demonstrate on your application form how you meet the criteria. Please ensure you address all the criteria as this will be used to assess your suitability for the post.

Essential criteria

Qualifications

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| Essential criteria | Criteria description | Assessed by |
| E1 | An Honours Degree in psychology and a post graduate qualification in Educational Psychology at Masters or Doctorate level. [We will accept applications from those in their final year of training] Be Chartered (or eligible for Chartered Status) with the British Psychological Society  | Application/Interview |
| E2 | Be eligible for registration with the Health and Care Professionals Council (HCPC). [we recognise for those currently in training, that this will need to be achieved post qualification) | Application/Interview |

Experience

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| Essential criteria | Criteria description | Assessed by |
| E3 | Have relevant experience of working with children within educational, childcare or community settings.  | Application/Interview |
| E4 | Experience of applying psychological theory, principles and approaches in the full range of work with children, young adults, families and schools. | Application/Interview |
| E5 | Competence in using information technology for recording work, administration and managing records. | Application/Interview |
| E6 | Evidenced experience of, and a commitment to, being an active member of a supportive and responsive EP team with a willingness to seek ways of developing the team and improving the service. | Application/Interview |

Knowledge Skills and Abilities

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| Essential criteria | Criteria description | Assessed by |
| E7 | Ability to apply knowledge from relevant legislation and guidance documents, including Child Protection and safeguarding procedures, information sharing procedures and the Children and Families Act 2014, the SEND and AP Improvement Plan (2023), the Equality Act 2010 and other relevant legislation. | Application/Interview |
| E8 | Demonstration of core knowledge required for working with CYP and their families/carers, and evidence of experience of applying this knowledge. Including: * Understanding and applying psychological theories and frameworks that underpin the work of educational psychologists
* Child development; including the impact of trauma and adverse childhood experiences.
* Safeguarding and promoting the welfare of children.
* Multiagency working in a diverse community with a broad range of needs
 | Application/Interview |
| E9 | Knowledge and experience of using a range of psychological assessment techniques appropriate to the context and to the cultural and religious background of the child. This includes the ability to analyse and synthesise information and context, communicate formulation and make informed and appropriate evidence-based interventions. | Application/Interview |
| E10 | A commitment to delivering creative and innovative psychology in schools; including using consultation, motivational and solution focused approaches. | Application/Interview |
| E11 | Experience and ability to deliver training to a range of audiences and recognise how to embed the training to bring about meaningful, systemic change.  | Application/Interview |
| E12 | A demonstrated capacity to be well organized, to work to deadlines, to prioritise commitments, to work autonomously and to manage communications with school leaders. | Application/Interview] |

Skills and Abilities

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| Essential criteria | Criteria description | Assessed by |
| 13 | Ability to write clear, concise and high-quality psychological reports about children’s needs with specific recommendations of provision to meet identified goals and outcomes. | Application/Interview |
| 14 | Excellent communication skills and the ability to effectively engage with and find solutions with children, young people, their families and carers, EP colleagues and other professionals.  | Application/Interview |
| 15 | Ability to work effectively as part of a multiagency team; particularly as a member of the Team around the Child, Family or School. | Application/Interview |
| 16 | A demonstrated commitment to accessing continuing professional development and regular supervision.  | Application/Interview |
| 17 | Ability to adhere to the Council’s Challenging Inequality Strategy  | Application/Interview |
| 18 | This role will require you to obtain an Enhanced clearance from the Disclosure and Barring Service | Application/Interview |

Our accreditations

Our accreditations include: the Healthy Workplace award; Timewise; London Living Wage Employer; Disability Confident Committed; The Mayor’s Good Work Standard; Stonewall Diversity Champion; and Time to Change.

