

## Role profile

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| <b>Job Title:</b>   | Main grade<br>Educational Psychologist | <b>Grade:</b>       | 5-10                          |
| <b>Department:</b>  | Educational Psychology Service         | <b>Post numbers</b> | P003233/003236/003237/P034668 |
| <b>Directorate:</b> | Children                               | <b>Location:</b>    | Hybrid/Perceval House         |

|                          |                                    |
|--------------------------|------------------------------------|
| <b>Role reports to:</b>  | Principal Educational Psychologist |
| <b>Direct reports:</b>   | None                               |
| <b>Indirect reports:</b> | None                               |

## Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

### Purpose of role

- To support the multi-disciplinary work of the Children's directorate to promote the social, emotional and educational development of children and young people 0-25 years.
- To contribute to the development and delivery of the Ealing Educational Psychology Service to ensure that it is effective and responsive to the needs of clients throughout the Borough and operates in accordance with Council Priorities and Government legislation, including support to implement the SEND Reforms and contribute to Experts at Hand.

## **Key accountabilities**

- To promote early identification and intervention measures in educational settings, using an evidence informed approach to promote inclusive practice. Working at an individual, whole class and whole school systemic approach where appropriate.
- To undertake psychological involvement of children and young people in the Borough, using methods that take account of a diverse population.
- To provide a service of consultation, advice and intervention to families, educational establishments and other agencies involved with children and young people.
- To work closely and in partnership with parents at all stages throughout the process of educational psychology involvement; consultation, assessment, intervention, and monitoring.
- Provide the link for a patch of schools across the borough, enabling a broad variety of work, using psychology and research creatively and ensuring that the outcomes for children and young people are always the central focus.
- To act as a referral point for specified schools concerning all aspects of work related to Educational Psychology.
- To readily promote and facilitate a joined up approach to educational psychology practice working with internal and external stakeholders to improve service delivery for children, families, schools and settings consistent with the local authority priority for Connected Communities.
- To contribute to the development of the Educational Psychology Service under the direction of the Principal Educational Psychologist.
- To contribute to in-service training programmes in the Children's directorate and in education establishments under the direction of the Principal Educational Psychologist.

- To carry out all duties and responsibilities with full regard to the Council's Equality Policies.

### **Key performance indicators**

- Demonstrable commitment to early identification and evidence informed practice
- Timeliness of psychological advice

### **Key relationships (internal and external)**

- Children, families, schools and settings.
- Key stake holders and community partners

### **Authority level**

- Trainee and assistant educational psychologists
- Business support

## **Person specification**

Community and partnership working are essential for all roles as are a commitment to Equality, Diversity and Inclusion and ensuring Health and Safety at Work for everyone working at Ealing Council.

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**Candidates, please address the criteria marked with (\*\*) only in your application. Please give examples**

### **Essential knowledge, skills and abilities**

1. Excellent written and verbal communication skills. \*\*
2. Ability to organise and prioritise workload and meet deadlines independently, and as part of a team. \*\*

3. Working knowledge and understanding of the SEND Code of Practice (CoP) 0 – 25 years (2015), Equality Act (2010) and SEND White Paper 2026 – ‘Every Child Achieving and Thriving’. \*\*
4. Working knowledge and understanding of child development, how children and young people learn and how teaching approaches can be modified and adapted to ensure children and young people reach their potential. \*\*
5. Demonstrable knowledge and understanding of psychological factors that may impede learning and school attendance including belonging and disproportionality as contributory barriers to achievement. \*\*
6. To undertake psychological assessments of children and young people in the borough, using methods that take account of a diverse population and proven ability to identify needs and solutions to problems using a consultation model. \*\*
7. Proven commitment to work closely and in partnership with parents/carers in all cases throughout the assessment, intervention, and monitoring process\*\*
8. Demonstrable knowledge and understanding of the Graduated Approach and the ability to advise schools and settings on the effective implementation of Assess, Plan, Do, Review (ADPR) consistent with the CoP through drawing on a range of evidence-based interventions that are targeted to ensure good outcomes for children. \*\*
9. Demonstrate full understanding of the processes for Education, Health, and Care Assessments (EHCNAs) and the ability to support settings and families in that regard. \*\*
10. Knowledge and understanding of a range of other services within the Children directorate and within the wider community to achieve good outcomes for children and their families.
11. Ability to deliver training to our key stake holders and across the directorate, as required under the direction and support of the Principal Educational Psychologist. \*\*

12. Knowledge and skills to implement the Council's Equalities Policy priorities in everyday work.

**Essential qualification(s) and experience**

1. A qualified Educational Psychologist registered with the HCPC; or
2. A Trainee Educational Psychologist due to complete your doctorate thesis and pending HCPC registration

## Values and behaviours

| Improved life for residents                                                                                                                                                                                                                                                                       | Trustworthy                                                                                                                                                   | Collaborative                                                                                                                                                                                                                                                                                    | Innovative                                                                                                                                                                                                                                                                     | Accountable                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Is enthusiastic about making Ealing a better place</li> <li>• Can see and appreciate things from a resident point of view</li> <li>• Understands what people want and need</li> <li>• Encourages change to tackle underlying causes or issues</li> </ul> | <ul style="list-style-type: none"> <li>• Does what they say they will do on time</li> <li>• Is open and honest</li> <li>• Treats all people fairly</li> </ul> | <ul style="list-style-type: none"> <li>• Ambitious and confident in leading partnerships</li> <li>• Offers to share knowledge and ideas</li> <li>• Challenges constructively and respectfully listens to feedback</li> <li>• Overcomes barriers to develop our outcomes for residents</li> </ul> | <ul style="list-style-type: none"> <li>• Try out ways to do things better, faster and for less cost</li> <li>• Brings in ideas from outside to improve performance</li> <li>• Take calculated risks to improve outcomes</li> <li>• Learn from mistakes and failures</li> </ul> | <ul style="list-style-type: none"> <li>• Encourages all stakeholders to participate in decision making</li> <li>• Make things happen</li> <li>• Acts on feedback to improve performance</li> <li>• Works to high standards</li> </ul> |