



Role Profile

*Assistant Educational Psychologist
Prevention and Communities*

Role Profile: Assistant Educational Psychologist	Role Profile Number:
Directorate: Prevention and Communities	Reporting to: Senior Educational Psychologist
Grade: Soulbury Assistant Scale 2-5	Date Prepared: July 2026

Our Values

Our [Values](#) shape how we work for the people of Swindon. They guide how we make decisions, how we deliver services and how we work with our communities and partners.

Our Values are:

We SEE – people, not problems – and stay curious to understand their story.

We HEAR – each other and the people we serve

We CARE – about our colleagues, our residents and our community

We ACT – with integrity, accountability and purpose

We LEARN – from data, feedback and experience so we keep improving

These five values describe the standards we hold ourselves to as a Council, and what residents and partners can expect from us.

The Swindon Commitment

The [Swindon Commitment](#) shows how we bring our Values to life every day, in every role, across all that we do. It turns our Values into practical promises between the Council, our colleagues and the people we serve so we can work together to deliver the best possible services and support.

Created with colleagues from across the organisation, the Swindon Commitment sets out a shared understanding of how we work, lead and behave. Rooted in our five core values, it reflects how we listen to, include and respond to residents, communities and each other.



Purpose:

- To assist the Educational Psychology and Specialist Teaching Service (EPSTS) in providing an efficient, responsive and professional service for children and young people with SEND aged 0–25 years, including delivery of Experts at Hand.
- To assist the EPSTS in supporting the inclusion of groups of children and young people with social, emotional and mental health difficulties and their families.
- To assist the EPSTS to work with schools, families and other agencies in supporting pupils at risk of suspension or permanent exclusion to achieve or maintain a school placement.
- To undertake a range of psychological assessment and intervention activities within educational settings and the community under supervision.
- To assist the EPSTS in carrying out service evaluation activities and completing reports to underpin improvement plans.
- To assist the EPSTS in delivering and evaluating training packages to educational settings.
- To carry out identified pieces of action research under the supervision of an Educational Psychologist.
- To enable the post-holder to acquire a range of skills and experience in preparation for professional training as an Educational Psychologist.

Key responsibilities and accountabilities:

- To work alongside and under the supervision of Educational Psychologists registered with the HCPC.
- To support colleagues in the completion of a wide range of service tasks.
- To undertake a range of information gathering, observations, assessments, and interventions pertinent to the services' work with children/ young people and their families.
- To support the inclusion and reintegration of children and young people at risk of permanent exclusion and their families.
- To collect data and undertake research to advise on more effectively meeting the needs of Swindon's children and young people with SEND.
- To deliver and evaluate psychology-based, therapeutic educational interventions to promote inclusion.
- To assist in developing and delivering training packages for schools and settings.
- To provide clear and accurate reports and written feedback as required.
- To comply with the EPSTS data recording processes and protocols.
- To take part in service meetings and internal working groups.
- To represent the EPSTS at multi-agency meetings, panels and strategy groups as required.
- To be compliant with and take an active role in the HR processes including attendance, leave, and performance.

- To undertake such other duties as may be reasonably be required within the general scope of the post.

Professional

- To actively plan and undertake continuing professional development activities.

Decision making:

- Insert elements of the job role where decision making is required.

Creativity and innovation

- Insert element of the job where creativity and innovation are required.

Job Scope

Number and types of jobs managed: N/A

Budget Holder: No

Budget Value: N/A

Asset Responsibility: N/A

PERSON SPECIFICATION

Qualifications:	Essential or Desirable
• Good degree in psychology or equivalent recognised by the British Psychological Society. • Graduate Basis for Registration with the British Psychological Society (must have this at time of application) • Any qualifications relevant to the delivery of Children's Services; eg youth work, social work, teaching.	E E D
Knowledge and Experience:	
Knowledge: • Knowledge of current psychological theory and research and how it can be applied to improve outcomes for children and young people.	E

• Knowledge of evidence-based interventions/approaches which can be used to support children and young people with social, emotional and mental health difficulties. • Knowledge of educational systems, SEND Code of Practice and recent DfE legislation. • Knowledge of solution-focused, strength-based practice to support change in children, young people and families. • Understanding of the role of an Educational Psychologist within a local authority.	E E E D
Experience of: • Supporting children and young people aged 5-18 years (or families and settings) with social, emotional and mental health difficulties. • Applying psychology to promote positive outcomes for children and young people and their families. • Working collaboratively with other professionals within Children's Services such as teachers, youth workers and social workers. • Carrying out direct assessment and intervention work with individual and/or groups of children and young people. • Using solution-focused, strength-based practice to support change in children, young people and families. • Planning and delivering training to educational settings and/or other professional or community groups.	E E E E E D
Aptitudes, Skills and Competencies:	
• Ability to undertake direct assessment and intervention work with groups and individual children to support them with, for example, anxiety, self-esteem, social skills, friendships. • Ability to support school staff and families working within challenging situations. • Ability to build and maintain constructive working relationships with a wide range of people including children and young people, parents/carers and professionals. • Ability to work collaboratively and show a commitment to supporting colleagues. • Ability to organise service demands, personal workload and achieve targets within agreed timescales. • Enthusiastic and flexible in approach to work. • Ability to respond positively to change and maximise opportunities for personal development. • Highly effective oral and written communication skills. • Highly effective listening and creative problem-solving skills. • Ability to use quantitative and qualitative measures to evaluate the impact of educational interventions.	E E E E E E E E D

• Ability to plan and deliver training to educational settings and other community groups. • Good ICT skills to support own administration and effective communication.	D D
Special Conditions of Recruitment:	
• Swindon is committed to safeguarding all children and young people and candidates are required to have a Disclosure and Barring Service (DBS) check. • Car driver.	E D

Other Key Features of the role

It should be noted that the duties and tasks associate with this post may change from time to time without altering their general character or the level of responsibility entailed. The above duties and activities associated with this job are neither exclusive nor exhaustive and the job holder may be called upon to carry out other such appropriate duties as may be required within the grading level of the job.

