

**Job Title:** Educational Psychologist

**Location:** The post is located within a designated hub and the post holder is required to ensure their role delivery and activity meets the agreed expectations of the Clinical and Wellbeing Locality Lead /Regional Head of Children’s Wellbeing and Clinical Services

**Reports to:** Clinical & Wellbeing Locality Lead

## OFG Wellbeing Strategy

The Wellbeing Strategy embeds a culture of positive wellbeing for all staff throughout the Outcomes First Group care, education and fostering services. The strategy uses the image of a rainbow to highlight the different wellbeing responsibilities throughout all the OFG job roles and specifically defines clinical input into universal, enhanced and specialist domains.

The Wellbeing Rainbow ensures that the needs of the children and young people who live and learn with OFG are met, whilst supporting the staff teams and foster carers with clinical advice, training and reflective practice. The Wellbeing Rainbow recognises the strength of inter-disciplinary working and our robust system of clinical governance ensures that all the clinical assessments and interventions are informed by the most current research theory and evidence base.



## Job Purpose:

To be a member of a multi-disciplinary team providing an educational psychology service, working collaboratively with the service, promoting the education, well-being and best interests of the students, residents and service users and the effectiveness of the service in achieving its aims and objectives. To undertake all aspects of Educational Psychology duties, working within the ethical framework provided by the rules of professional conduct.

To provide advice, information and training to staff, other members of the multi-disciplinary support/ clinical team, commissioners and other agencies regarding complex communication areas relevant to associated conditions including individuals who presenting with behaviour which challenges. To provide Educational Psychology input to the designated Clinical Locality Hub, supporting Psychological practice across the group and contributing to the professional development of staff, research and dissemination of understanding, knowledge and good, evidence-based practice.

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## Key Stakeholders:

- Other staff within the Clinical Team
- Staff in other departments within the Hub
- Central Office Staff
- The Relatives, advocates and others of the children, young people and young adults we support
- Placing Authorities and Service Providers
- Registration, Regulatory and Inspection bodies
- Local Services – Statutory, Voluntary and Community □ Neighbours

## Key Responsibilities:

### Clinical

- To provide Educational Psychology service to children and young people within the designated Clinical Locality Hub receiving residential services or educational services and have complex developmental, psychological and psychiatric presentations including specific and general learning difficulties
- To work collaboratively as an Educational Psychologist within a multi-disciplinary team and in multi-agency frameworks to ensure that the needs of children, young people and their parents/carers are met by providing assessments, consultation and intervention positively for children and young people in the service
- To work as a specialist practitioner, within the designated service to provide assessment, advice, consultative support, information and training to care, education and other staff and members of the multi-disciplinary support/ clinical team, commissioners and other agencies regarding issues relevant to educational psychology
- To provide input to supporting educational psychology practice across the group and contributing to the professional development of staff and to audit and research and to the dissemination of understanding, knowledge and good practice
- To support the schools in developing their capacity to meet the needs of all their learners. This will involve working across systems within the schools, offering whole school, group and individual levels of service delivery
- To work preventatively with schools by, for example, working strategically with the schools and supporting the schools to embed excellent practice
- To support in monitoring the progress of the cohort and to provide educational psychology input where progress is identified as being less than adequate or less than expected
- To work closely with key school staff to plan, implement and review psychological input for the schools, on an ongoing basis
- To support the schools to meet the psychological and educational needs of their cohort, as identified via their Education, Health and Care Plans and/or via their emerging needs
- To support pupils through the use of psychological assessment and interventions (either direct/therapeutic support or intervention through consultation), ensuring that all interventions are evidenced based, anti-discriminatory and where the welfare of the pupil is paramount. To work with own caseload and undertake direct intervention as assessed as necessary

- To provide input to group Services supporting Educational Psychology practice and contribute to the professional development of staff, research and dissemination knowledge and good, evidence-based practice
- To offer training, workshops, modelling and consultation to staff within our group services to support them to effectively carry out their role
- To provide expert advice, consultation and training to other members of the multi-disciplinary team and contribute to the development of effective and properly evaluated ongoing staff development and inservice training for all staff
- To ensure that appropriate records are maintained ensuring compliance with the group's agreed record keeping systems, that where appropriate, informed consent to involvement is obtained and documented in accordance with the organisation's procedures
- To participate in multi-disciplinary and professional meetings and liaise with other professionals and outside agencies
- To maintain up to date knowledge of legislation, national and local policies and issues in relation to the groups service users, including every child matters, (Every Disabled Child Matters, Wales), Valuing People Now, Mental Capacity Act etc.
- To comply with the organisation's arrangements for continuing professional development and in particular to ensure that this exceeds guidance and requirements as described by the BPS and HCPC.
- To work as an effective team member of local and regional clinical teams, taking account of service policies, procedures and guidance from the BPS and HCPC.
- To undertake audit and research following the organisation's policy and procedures with due regard for national legislation.
- To work as a member of the multi-disciplinary team encompassing the education, residential and professional & clinical services.
- Maintain effective contacts with internal and external colleagues, across the group and in other organisations
- To deliver services in line with the present legislative frameworks such as the outcomes of Every Child Matters, Aiming High for Disabled Children and/or Valuing People & Valuing People Now
- Work effectively as a member of the Professional Clinical Service in supporting project development for the continual improvement and maintenance of high quality services to children, young people and adults we support as well as parents/carers and other agencies
- Liaison with other colleagues contributing to working groups, working with others to provide an applied educational psychology perspective on joint work
- To contribute to the professional training of Assistant and trainee Educational Psychologists and other students as appropriate
- To promote the highest standards of teaching, learning, achievement, wellbeing and inclusion for those who access the group's services

## Teaching, Training and Supervision

- To support and deliver training to members of care and education staff
- Participate in the staff appraisal scheme and be responsible for complying with your agreed personal development programmes to meet set knowledge and competencies
- Be an active member of the service's training programme by attendance at, and participation in, service training programmes, tutorials, individual training sessions, workshops and seminars
- To provide supervision to agreed members of the clinical team

## Policy and Service Development

- To keep up to date knowledge of legislation, national and local policies and issues
- To support the Clinical and Wellbeing Locality Lead in contributing to the senior operational management team/s, to promote, support, initiate, implement and evaluate agreed service developments and projects, drawing on the analysis of needs, using evidence-based evaluation of outcomes and following best practice guidance
- To participate in multi-disciplinary meetings and generate written protocols and policies concerned with the delivery and development of clinical services by providing a psychological perspective, following evidence based and good practice
- To be responsible for the prudent efficient and effective use of equipment and resources

## Administrative and IT

- To support the organisation, co-ordination and minute taking of internal case conferences and other meetings as required
- Distribution of psychological and other reports and any other relevant documentation
- Management of clinical files
- To be competent in the use of basic IT packages such as Microsoft Word and Excel
- To develop a skill base in the administration and analysis of a range of packages as required
- To maintain the highest standards of clinical record keeping including electronic data entry and recording, report writing

## Research and service Evaluation

- To contribute to the measurement and evaluation of work and current practices with the use of evidence-based practice projects, audit and outcome measures either individually or with more senior practitioners
- To keep abreast of current practice and research in the field of educational psychology
- To contribute to relevant research as agreed with the Psychologist
- Planning and implementing systems for the evaluation, monitoring and development of the service

## General

- Ensure awareness that the service operates to agreed budgets and contribute to keeping within these budgets as instructed
- Exercises vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others
- Operates at all times in accordance with company policies and procedures, with particular reference to Safeguarding, Child Protection, Whistleblowing, Complaints and Representations and Behaviour Policies
- To actively participate in internal and external CPD training and development programmes
- Participate in team meetings, supervisions and annual reviews in accordance with Company policy and the standards set by the Regulatory Body
- Work to promote the centre as a valued, professional asset within its community and also to promote a culture that individuals and staff conduct themselves at all times in a manner that reinforces this image
- Ensure that all actions are in the interests of the people we support and the Company
- To work to and exhibit the values of the Company and maintain standards of behaviour in accordance with Company policies, procedures and practices

- To carry out any other reasonable and relevant duties as required
- To utilise theory, evidence-based literature and research to support evidence based practice

## Managing own Performance and Development

- Being aware of and complying with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate designated person
- Contributing to the overall ethos/work/aims of the company
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and performance management as required
- Achieve challenging professional goals
- Take responsibility for your own professional development

## Health and Well-Being

- Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people
- Know how to identify potential abuse or neglect and follow safeguarding procedures
- Know how to identify and support children and young adults whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support

## Team Working and Collaboration

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them

*The above serves as a guide and is not exhaustive; all professional staff are expected to undertake other duties and projects as may be reasonably required by their Line Manager / Clinical Wellbeing Lead / Regional Head of Wellbeing and Clinical Services or Head of Service/Principal/Head teacher/ Head of Care / Regional Director. You will be working as part of a friendly team and may be asked to provide extra support during busy periods, working together in a mutually supportive way towards shared priorities.*

I have read through the job description and agree to perform the duties as outlined above

### Job Holder's signature

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### Signed on behalf of the OFG Group

Name: \_\_\_\_\_

Title: \_\_\_\_\_

# Job Description – Educational Psychologist

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Person Specification

Experience	Essential	Desirable
<input type="checkbox"/> Relevant experience of working as an Educational Psychologist	✓	
<input type="checkbox"/> Experience of working as part of a multi-disciplinary team		✓
<input type="checkbox"/> Experience of group and or individual therapeutic contact	✓	
<input type="checkbox"/> Experience of paid or voluntary work in a child special needs setting and/or work with young people or adults with complex needs/ challenging behaviour or mental health needs	✓	
<input type="checkbox"/> Experience in teaching and/or supporting other health professionals	✓	
<input type="checkbox"/> Experience of the use of psychometric tests	✓	
<input type="checkbox"/> Experience and knowledge of relevant client group	✓	

## Skills, Knowledge and Aptitudes

- Understanding the key issues facing education and its relevance to Education Psychology ✓
- Understanding of successful practice in meeting the additional needs of children and young people ✓
- Detailed knowledge of relevant legislation and statutory guidance ✓
- Well established understanding of a broad range of psychological assessment techniques ✓
- Understanding of school systems and curriculum ✓
- Knowledge of trends and best practice in an area of specialist educational psychology practise such as Autism, ADHD, Behaviour, Emotional and Social Difficulties etc. ✓
- Knowledge of a range of appropriate interventions (relevant to the client group) and an ability to compare and contrast relative benefits ✓
- Working knowledge of the frameworks that apply to residential services for children and young people ✓
- Knowledge of models of learning and development together with how these impact on the education of children, young people ✓
- Knowledge and understanding of the meaning of adult learning, delivering training, supervision and mentoring within a range of situations ✓
- Awareness of the complexities involved in engaging positively with children, young people and adults and their families ✓
- Understanding of the roles of other professionals and the opportunities and challenges working in a multi-disciplinary framework offers ✓
- Ability to analyse, make decisions, negotiate and work within a “problem– solving framework” ✓
- The ability to be flexible, adaptable and demonstrate tolerance in a wide range of circumstances in order to meet competing priorities and to coordinate conflicting demands and roles ✓
- Ability to make decisions, organise and prioritise including the management of demand and capacity ✓
- To show sensitive working practice at all levels, including an individual and organisational level as a reflective practitioner ✓
- Demonstrates the ability to be a good team member and work from a multidisciplinary perspective and operate in a multi-disciplinary way ✓
- Effective communication skills both verbal and written □ Good presentation skills ✓
- Good IT skills ✓
- The ability to be supportive and able to engage proactively in supervision ✓

## Qualifications and Training

- Doctorate or Masters in Educational Psychology, recognised by the BPS ✓
- HCPC registered ✓
- Willingness to work towards further qualifications as required ✓

## Other

- Commitment to the values of the organisation ✓
- Full driving licence and access to a car ✓