**Person Specification**



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| Job Title | Educational Psychologist | Directorate | Children’s Services |
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| Post Number | N/A | Division | Family Solutions |
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| Grade | Soulbury A Spinal points 3-8 + 3 SPA | Salary | **£44474 to £56540** | Section | Educational Psychology |
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| Criteria (Essential) | Assessment By |
|  |  | Application | Interview | Test |
|  |  | √ | √ | √ |
| Experience |  |  |  |  |
| Substantial experience of the education system including a familiarity with the difficulties of children and young people who have special educational needs.  |  | √ | √ |  |
| Some experience of multiagency working and issues around complex cases |  | √ | √ |  |
| Experience of training and using psychology to empower teachers and parents.  |  | √ | √ |  |
| Experience of accounting for time in work and meeting specific targets.  |  | √ | √ |  |
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| Qualifications / Training |  |  |  |  |
| A degree in Psychology or its equivalent which confers Graduate Basis for Registration with the British Psychological Society  |  | √ | √ |  |
| A Doctorate or Master’s degree in Educational Psychology, and eligibility for chartered status within the British Psychological Society.  |  | √ | √ |  |
| HCPC registration. |  | √ | √ |  |
| Recent, relevant in-service professional development  |  | √ | √ |  |
| Detailed understanding and awareness of relevant SEN legislation including the implications of the Children and Families Bill (2014) |  | √ | √ |  |
| Detailed knowledge of research informed interventions and approaches that prevent and meet SEN.  |  | √ | √ |  |
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| Practical Skills |  |  |  |  |
| An ability to perform the role of an Educational Psychologist in a local authority service with enthusiasm and success  |  | √ | √ |  |
| In-depth knowledge of learning difficulties and special educational needs.  |  | √ | √ |  |
| Ability to select and use a range of observational, educational and psychological assessment techniques with individual children and young people.  |  | √ | √ |  |
| The ability to work within the agenda of a traded services agreement  |  | √ | √ |  |
| The ability to contribute to the professional development needs of other officers in the teaching service in respect of learning difficulties and pupils with special educational needs.  |  | √ | √ |  |
| Knowledge of and responsiveness to parental and community needs.  |  | √ | √ |  |
| Understanding of and commitment to Equal Opportunities policies, social inclusion and anti-discriminatory practice.  |  | √ | √ |  |
| Excellent communication and interpersonal skills, good negotiation, persuasion and organisational skills.  |  | √ | √ |  |
| A high standard of written communication. The ability to present complex information in a comprehensible manner. The ability to organise a programme of work and to maintain records to a high standard.  |  | √ | √ |  |
| Good time management skills.  |  | √ | √ |  |
| Ability to work under pressure and meet tight deadlines |  | √ | √ |  |
| Ability to travel around the borough.  |  | √ | √ |  |
| The ability to work across agency and professional boundaries.  |  | √ | √ |  |
|  |  |  |  |  |
| Personal Qualities and Attributes |  |  |  |  |
| A Knowledge of Equality & Diversity issues |  | √ | √ |  |
| A person with an ability and willingness to work co-operatively with colleagues from a wide range of disciplines  |  | √ | √ |  |
| An ability to work in a sympathetic and positive way with children, young people and adults  |  | √ | √ |  |
| An ability to work in a harmonious, positive and supportive way in a team  |  | √ | √ |  |
| A person who can be flexible and adaptable in their working practices.  |  | √ | √ |  |
| The personable skills necessary for making and maintaining relationships within team and with partner agencies including schools |  | √ | √ |  |
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| Prepared By | Dawn Goodall (Principal Educational Psychologist) |
| Date | November 2020  |
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