**Job Description**

# Section A: Job Profile

*The job profile outlines key information relating to the salary and working conditions e.g., location of a job, along with the current focus of the role and a brief description of the main duties.*

## Job Details

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| Job Title: | Educational Psychologist ATV Anchor Team |
| Salary: | £49,789 - £57,954 |
| Grade: | Soulbury Grade A range 3 to 7 + 3 SPA Points. |
| Hours: | 37  |
| Team: | ATV Centre of Excellence  |
| Service Area: | Adopt Thames Valley (excluding Oxfordshire) |
| Contract Type | Fixed term until 31/3/27 (vision is to secure permanent funding for team) |
| Primary Location: | Dunsfold Road, Tilehurst and Woodley Airfield Centre, Reading*Please note we are actively looking at our ways of working using everything we have learnt and heard from our people about the organisational and personal benefits of agile working.  What you can absolutely expect from working at Oxfordshire County Council (OCC) is that you will have the support to do your job and deliver great results, wherever you are based.  Each role at OCC is different and we know the needs of individuals are also varied, and so our approach to where and how often we would like to see you in person will be taken depending on the requirements of the role and in collaboration with you as part of the recruitment process* |
| Budget responsibility: | None |
| Responsible to: | Consultant Clinical Psychologist Service manager |
| Responsible for: | None |
| Political Restricted Post: | No |

## Job Purpose

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| *A brief overview of the key objectives of the job*To contribute as an Educational Psychologist to the development and operation of a multi-disciplinary specialist psychological service (Centre of Excellence), for adoptive families across the Berkshire and Swindon area of Adopt Thames Valley (ATV). Such a service would require the post holder;* To work as an Educational Psychologist to improve outcomes for children and young people who are in adoptive and special guardianship families. To work with children and young people with Special Educational Needs (SEN) and additional educational needs (AEN) and those who have experienced developmental trauma and whose early experiences may be continuing to impact on all areas of their functioning.
* To play a key role, in collaboration with other team members, in the development and operation of a service which improves the mental health and educational outcomes for adoptive children and those in SGO families across the region
* To work collaboratively with schools, settings, other agencies, and services (virtual schools, Educational Psychology Services), promoting and facilitating partnership working, early intervention and integrated local solutions.
* To map services across the region to be able to effectively signpost families and professionals to appropriate services.
* To provide highly specialised consultation and training relating to the educational needs of adoptive and SG families to colleagues within and outside of ATV.
* To take responsibility for the development and implementation of robust, evidence-based assessment and outcome processes.
* To contribute to the ongoing audit process with a focus on data collection and analysis
* To create opportunities where the voices and experiences of our families can directly inform service development
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## Job Responsibilities

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| To provide specialist, trauma informed, Educational Psychology Services for young people referred to the team. This role includes; * assessment of a young person’s educational needs and recommendations regarding meeting these needs.
* consultation to parents, carers, schools, and other professionals.
* developing and implementing training.
* providing relationship building interventions within the school environment.

To use family and child centered approaches to working in partnership with parents and children with SEN/AEN, embracing the principles of Early Support and person-centered planning. To contribute at a strategic and individual level to improving transition between schools for children and young people in adoptive and SG families.To provide timely and high-quality written reports in relation to assessment and intervention.**Resources**To develop and co-ordinate, in collaboration with team members, a contemporary multi-media resource library for parents/carers and other professionals. Resources should support understanding of the breadth of need including education; sensory development; mental health, supporting positive development in all areas of a young person’s functioning. .**Management, Policy, and Service Development**To contribute to the development of a high quality, responsive and accessible service for clients, their carers and families. To engage key stakeholders within education, drawing on information gained from multiple perspectives to shape the development and ongoing functioning of the service.To participate in the development of the service through developing and reviewing team processes, outcome measures and evidence-based interventions.To provide written reports relating to service development as required.To act immediately on any safeguarding concerns, or issues that may affect the safety of a child, young person and family or appropriate/safe operation of the service and to support colleagues in this process.**Supervision, Continued Professional Development and Teaching**To develop and implement training programmes for staff within and outside of the organisation where appropriate, building skills and knowledge within the wider workforce. To deliver training to a range of staff with differing levels of qualification and professional backgrounds. To provide specialist advice and consultation to staff working within ATV and within other agencies.To participate in group supervision and CPD opportunities within the team.To receive regular supervision from the Consultant Clinical Psychologist. To seek opportunities to be updated in the development of the applied and scientific knowledge base of the profession, particularly as it relates to children and young people who are adopted.Ensure all training provided is carried out in line with Equal Opportunities Policies**Research, Development and Service Evaluation:**To map, monitor and review the educational needs of adopted and SGO families across ATV. To continually evaluate, monitor and develop this role, through the deployment of professional skills in research, service evaluation and audit and ensuring incorporation of psychological frameworks for understanding and provision of high-quality care. To provide an annual audit of services offered and their impactTo utilise theory, evidence-based literature, and research to support evidence-based practice. **General**To ensure the development, maintenance, and dissemination of the highest professional standards of practice, through active participation in internal and external CPD training and development programmes.Ensure compliance with statutory responsibilities for children and young people aged 0 – 18 with SEN/AEN. Ensure up to date knowledge and compliance with legislation, and local EPS policies relating to Education, SEN/AEN and children and young people within adoptive and SG families. To ensure the highest standards of clinical record keeping including electronic data entry and recording, report writing and the responsible exercise of professional self-governance in accordance with professional codes of practice of the British Psychological Society and ATV policies and procedures.To maintain up to date knowledge of legislation, national and local policies, and issues in relation to both the specific client group and mental health.To work in a child focused way ensuring the principles of children’s rights are embedded in practice.To work towards improving relationships across ATV, other agencies, and service users to ensure partnership work is subject to continuous improvement and delivers improved outcomes for children, young people, and their families.This job description is not intended to be exhaustive. The post holder will be expected to adopt a flexible attitude to their duties subject to the needs of the service but in keeping with the general profile of the post.**For all staff** - You have specific responsibilities under Health & Safety legislation to ensure that you:* Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
* Cooperate on all issues involving health and safety
* Use work items provided for you correctly, in accordance with training and instructions
* Do not interfere with or misuse anything provided for your health, safety, or welfare
* Report any health and safety concerns to your line manager as soon as practicable
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# Our Values

Our organisational values underpin everything we do and say and are supported by policies, processes, and guidance. In short, our values describe ‘the way we do things here’ so that we deliver great services for our residents. Our values are:

* Always learning
* Be kind and care
* Equality and integrity in all we do
* Taking responsibility
* Daring to do it differently

Everyone that works for us demonstrates their commitment to these values. We will ask you to demonstrate your commitment to these values, and their associated behaviours, throughout the application process.

# Section B: Selection Criteria/Person Specification

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications, and experience that a candidate should have to perform the job.

Each of the criteria listed below, and your commitment to our values, will be measured through the application form/CV (A) and optionally one or more of the following - a test / exercise (T), an interview (I), a presentation (P) or documentation (D). You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below.

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| Essential Criteria | Assessed By: |
| **Educational achievements, Qualifications, Training and Knowledge:**   |  |
| (a) an Honours Degree in Psychology or recognised equivalent qualification. (b) substantial relevant experience working with children in education or children’s services or both; and has (c) successfully followed a course of specific post graduate professional training as an Educational Psychologist (doctoral level since 2008). Note: Requirement (a) above confers eligibility for graduate basis for registration with the British Psychological Society.  | A, I, D |
| **Experience:** * At least 2 years’ experience of working as a qualified Educational Psychologist within educational settings with adoptive children and those in SG families.
* Good working knowledge of the impact of developmental trauma and trauma informed practice.
* Experience of direct relevant and appropriate work with children and young people (0 to 25 years) within educational, childcare or community settings
* Experience of working with family systems where children have emotional, behavioral and developmental difficulties
* Experience of the clinical application of psychological theories of trauma, attachment and/or systemic theory
* Experience of teaching, training and/or supervision.
* Skills in the use of highly complex methods of psychological assessment commensurate with doctoral level training, including specialist clinical interviewing, behavioral observation, complex psychometric testing, and specialist neuropsychological testing.
 | A, IA, IA, IA, IA,I,PA,IA,I |
| **Job related aptitude and skills:**Ability to develop the Educational Psychology role within the centre of excellence, with a focus on assessment, intervention, consultation, and training.Demonstrates a level of strategic awareness which promotes partnership working Able to offer an educational psychology perspective on the needs of adopted children and those in SG families.To produce written reports of a standard suitable. To work alongside others to develop a high quality, responsive and accessible service for children and young people, their carers and families. To act immediately on any safeguarding concerns, or issues that may affect the safety of a child, young person and family or appropriate/safe operation of the service and to support colleagues in this process | I, PA, II PA, IA I PA I |
| **Personal qualities:** |  |
| * Enthusiasm for achieving the best outcomes for children and families.
* A capacity to engage and communicate with parents and carers.
* Ability to interact effectively with staff from all disciplines and to work collaboratively with a team to achieve common objectives.
* Ability to maintain a high degree of professionalism, and to reflect on and manage own emotions and those of others, when faced by highly distressing material, problems, and circumstances on a frequent basis.
* Capacity for tolerating high levels of demand with an ability to work effectively and independently under pressure.
* An awareness of own strengths and limitations.
* Effective decision maker
* Willingness to work flexibly and to integrate theoretical models from a range of disciplines.
* Ability to attend and concentrate in an intense and sustained manner on a frequent basis when using specialist and complex methods of psychological assessment and treatment, or when completing research activity.
 | A, IA, IA, IIIIIII |
| Equal Opportunities: |  |
| * Commitment to and understanding of the principles of Equal Opportunities for all in employment and the delivery of services
 | I |
| Special Requirements: registered with HCPC |  |
| * Satisfactory enhanced Disclosure & Barring Service disclosure
* An Educational psychologist is required to be registered to practise with the Health & Care Professions Council (HCPC).
* To be able to travel as necessary for the post. (This post covers the Berkshire and Swindon region within Adopt Thames Valley Regional Adoption Agency)
 | DDA |
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| Desirable Criteria | Assessed By: |
| **Educational achievements, Qualifications, Training and Knowledge:**  |  |
| * Post graduate training in therapeutic models of attachment and/or trauma. E.g., Dyadic Developmental Psychotherapy.
* Further study in models/application of trauma informed practice
 | A D, IA D, I |
| **Experience: delivering training and training core ed psychology**  |  |
| Work within specialist service offering support to children we care for, adopted children and/or those within SG familiesExperience of setting up a service | A, IA, I |
| **Job related aptitude and skills:** |  |
| * Good working knowledge of LCS

This job description is not intended to be exhaustive. The post holder will be expected to adopt a flexible attitude to their duties subject to the needs of the service but in keeping with the general profile of the post. | A |

# Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance, and verification of certificates. Further information can be found here [Pre-employment checks](https://www2.oxfordshire.gov.uk/cms/content/support-attending-interviews)

Additional pre-employment checks specific to this role are identified below (those ticked).

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| [ ]  | Enhanced Disclosure and Barring Service check with Children’s and Adults Barred List | [ ]  | Enhanced Disclosure and Barring Service check without [an Adult/Children’s barred list check](https://intranet.oxfordshire.gov.uk/cms/content/safer-recruitment-and-disclosure-and-barring-service-checks#enhanced-dbs-check-without-an-adult-childrens-barred-list-check) |
| [x]  | Enhanced Disclosure and Barring Service check with Children’s Barred List | [ ]  | Enhanced Disclosure and Barring Service check with Adults Barred List |
| [ ]  | Standard Disclosure and Barring Service check | [ ]  | Basic Disclosure |
| [ ]  | Disqualification for Caring for Children (Education) | [ ]  | Overseas Criminal Record Checks |
| [ ]  | Prohibition from Teaching | [ ]  | Professional Registration |
| [ ]  | Non police personnel vetting | [ ]  | Disqualification from Caring |

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| [ ]  | Other (please specify):       |

# Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

## Health and Safety at Work

You are responsible for your own health, safety, and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

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| [ ]  | Provision of personal care on a regular basis | [ ]  | Driving HGV or LGV for work |
| [ ]  | Regular manual handling (which includes assisting, manoeuvring, pushing, and pulling) of people (including pupils) or objects | [ ]  | Any other frequent driving or prolonged driving at work activities (e.g., long journeys driving own private vehicle or a council vehicle for work purposes) |
| [ ]  | Working at height/ using ladders on a regular/ repetitive basis | [ ]  | Restricted postural change – prolonged sitting |
| [ ]  | Lone working on a regular basis | [ ]  | Restricted postural change – prolonged standing |
| [ ]  | Night work | [ ]  | Regular/repetitive bending/ squatting/ kneeling/crouching |
| [ ]  | Rotating shift work | [ ]  | Manual cleaning/ domestic duties |
| [ ]  | Working on/ or near a road | [ ]  | Regular work outdoors |
| [ ]  | Significant use of computers (display screen equipment) | [x]  | Work with vulnerable children or vulnerable adults |
| [ ]  | Undertaking repetitive tasks | [x]  | Working with challenging behaviours |
| [ ]  | Continual telephone use (call centres) | [ ]  | Regular work with skin irritants/ allergens |
| [ ]  | Work requiring hearing protection (exposure to noise above action levels) | [ ]  | Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
| [ ]  | Work requiring respirators or masks | [ ]  | Work with vibrating tools/ machinery |
| [ ]  | Work involving food handling | [ ]  | Work with waste, refuse |
| [ ]  | Potential exposure to blood or bodily fluids | [x]  | Face-to-face contact with members of the public |

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| [ ]  | Other (please specify):  |

June 2025