**Job Description**

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications and experience.

# Section A: Job Profile

The job profile provides 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 | | |
| Job Title: | **Associate Educational Psychologist** | |
| Salary Grade: | Salary: £ This post is paid at a rate of £410 per day (7.4 hours) (which is £365 day rate plus holiday pay including bank holidays). In addition, employers pension contribution of 19% will be made. | Grade: |
| Hours: | Not exceeding 48 days per annum | |
| Team: | Educational Psychology | |
| Service Area: | CEF | |
| Primary Location: | North, Central or South | |
| Budget responsibility: | None | |
| Responsible to: | Senior Educational Psychologist | |
| Responsible for: | To be discussed and planned with managing Senior Educational Psychologist | |
| Job Purpose This is a brief overview of the key objectives of the job including the context within the team/department. | | |
| 1. Applying psychology to improve outcomes for children and young people with SEND and additional educational needs.  2. Using family and child centred approaches to working in partnership with parents and children with SEN/AEN, embracing the principles of Early Support and person centred planning.  3. Working collaboratively with schools, settings, other agencies and services, promoting and facilitating partnership working, early intervention and integrated local solutions.  4. This post holder is responsible for ensuring that Safeguarding policies and  procedures are adhered to and concerns are raised in accordance with these policies | | |
| Job ResponsibilitiesThis is a list of the main duties or tasks that the post holder will be expected to undertake. | | |
| 1. Provide statutory and/or traded educational psychology services to a local area (north, central or south).  2. Ensure compliance with statutory responsibilities for children and young people aged 0 – 25 with SEND and adherence to the EPS, SEN and inclusion strategies, policies, procedures.  3. Maintain up to date knowledge and skills in assessment, monitoring and tracking progress of children and young people with SEN/LDD 0 – 25 years of age, including knowledge of evidence informed best practice.  5. Contribute to preparation for adulthood supporting transition into post 16 education, employment training and independent living for young people.  6. Represent Oxfordshire County Council at SEN and Disability tribunals and other court hearings as appropriate.  8. To work creatively with schools, other agencies and services to research and develop individually tailored solutions at a systems level based on an understanding of evidence informed best practice.  9. To uphold local safeguarding procedures.  10. Demonstrate awareness/understanding of equality and diversity issues and equal opportunities legislation regarding other people’s behavioural, physical, social and welfare needs.  11. To provide a psychological perspective for SEND panel processes, as required, to assist in decision making and efficient use of resources.  **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 | | |

# Section B: Selection Criteria

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have in order to perform the job. The selection criteria provide a list of essential (no more than 8-10) and desirable criteria (no more than 4). The criteria are aligned to our [corporate values](https://www.oxfordshire.gov.uk/council/about-your-council/working-oxfordshire-county-council/county-council-values).

Each of the criteria listed below will be measured through; the application form (A), 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. You will be expected to address each point separately and in the order listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

|  |  |
| --- | --- |
| Essential Criteria | Assessed By: |
| Registration as an EP with the Health Care Professions Council, or registration due when Doctorate completed.  **Either**  Post graduate qualification in Educational Psychology  Qualified teacher status  A minimum of two years successful teaching experience  **Or**  Doctorate in Educational Psychology | Accreditation |
| Experience of working as an EP or Educational Psychologist in Training (EPiT) and knowledge of all aspects of professional Educational Psychology including:   * knowledge of evidence informed best practice, * knowledge of monitoring, tracking and target setting for pupils with SEN/AEN to improve outcomes, * knowledge and understanding of the issues relating to vulnerable children and families.   Successful experience of working with schools and settings to overcome barriers to learning and inclusion. | Application form and interview |
| Effective communication skills and successful experience of multi-agency working to achieve the best outcomes for children and families, working creatively with partners at a systemic level to seek solution | Application form and interview |
| Knowledge and understanding of legislation, guidance and policy relating to SEN/AEN and the wider **inclusion** agenda, including an ability to respond positively to the requirements of the Children and Families Act 2014. | Application form and interview |
| Effective ICT skills to support own administration and an ability to manage own workload effectively including working under pressure. | Application form and interview |
| Ability to work in a child and family centered way to support them in identifying their aspirations and achieving positive outcomes plus  commitment to **inclusion** and targeted support for young people at risk. | Application form and interview |
| Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services | Application form and interview |
| Ability to travel effectively across Oxfordshire | Application form and interview |
| Desirable Criteria       Assessed By: | |
| Understanding of the range of services available for children, young people with SEND, their parents and carers. |  |
| Experience of facilitating person centred planning meetings |  |
| Experience of working with young people with SEND preparing for adulthood |  |

# 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 include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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) |
|  | 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 |
|  | 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 & 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). | | | | |
|  | 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 WCC 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) | |  | Work with vulnerable children or vulnerable adults |
|  | Undertaking repetitive tasks | |  | 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 | |  | Face-to-face contact with members of the public |
|  | Other (please specify): |  | | |

**Agile Working**

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs.  Such changes will be made after proper consultation and shall be deemed to be reasonable after taking into account any personal requirements.