**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

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| Job Title: | Assistant Educational Psychologist, Fixed term 12 months |
| Salary Grade: | Soulbury Assistant Educational Psychologist SCP 2-5 £36,109 – £40,325  |
| Hours: | 37  |
| Team: | Educational Psychology Service |
| Service Area: | Special Educational Needs and Disability  |
| Primary Location: | Oxford (central) or Abingdon (south); Travel Countywide required |
| Budget responsibility: | N/A |
| Responsible to: | Senior Educational Psychologist  |
| Responsible for: | N/A |
| Political Restricted Post: | N/A |

## Job Purpose

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| 1. Applying psychology to improve outcomes for children and young peoplewith SEN and additional educational needs.2. Using family and child centred approaches to working in partnership with Educational Psychologists (EPs), parents and children with SEN/AEN, embracing the principles of Early Support.3. Contribut~~i~~ng to the provision and development of an effective, high quality Educational Psychology Service in Oxfordshire. This post holder is responsible for ensuring that Safeguarding policies andprocedures are adhered to and concerns are raised in accordance with thesepolicies. |

## Job Responsibilities

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| 1. Contribute positively and in a complementary way to service delivery, working under the supervision of an Educational Psychologist/Senior Educational Psychologist.
2. Support the provision of statutory and traded educational psychology services to a local area (north, central or south).

3. Develop and apply 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 based best practice.1. Provide interventions in schools and other settings as directed by the supervising EP.
2. Ensure up to date knowledge of local implementation of SEN legislation.

 1. Contribute to improving transition practice for young people with SEN into

 education, employment, training and independent living.1. Contribute to service development through evaluation work/projects or development of a specialist area (e.g. pupil participation, emotional literacy).
2. Work creatively with EPs, schools, other agencies and services to support individually tailored solutions at an organisational and individual level based on an understanding of evidence based best practice
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# 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).

Each of the criteria listed below will be measured through the application form (A) and optionally - 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.

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| Essential Criteria | Assessed By: |
| An honours degree in Psychology (2:1 or above) conferring Graduate Basis for Chartered Membership with the British Psychological Society (GBC) | A |
| Understanding of the aspects of the EP role within a local authority including:* Knowledge of ways in which psychology can be applied to improve outcomes for children and young people
* Knowledge and understanding of meeting SEN within an educational context
* Knowledge of the Children & Families Act 2014
 | A & I |
| Relevant experience of working with children, parents and other professionals | A & I |
| Effective communication skills to facilitate working with colleagues, families, schools and a range of other professionals/agencies  | A & I |
| Ability to work in a child and family-centred way and a commitment to inclusion and targeted support for young people at risk. | A & I |
| An understanding of different approaches to evaluation | A & I |
| Ability to act with high levels of trust and personal accountability including:* Effective prioritisation and efficient use of resources
* Respond positively to change and maximise opportunities for personal development
* Ability to manage own workload effectively including working under pressure
 | A & I |
| ICT skills to support own adminstration and effective communication | A & I |
| Commitment to, and understanding of the principles of Equal Opportunities for all, in employment and the delivery of services | A & I |
| Ability to travel effectively across Oxfordshire (Driving licence and access to car) | A & I  |
| Desirable Criteria | Assessed By: |
| Successful experience of multi-agency working | A |
| High level ICT skills | A |
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# 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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| [x]  | 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 |

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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 | [x]  | 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 |
| [x]  | Significant use of computers (display screen equipment) | [x]  | 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 | [x]  | Face-to-face contact with members of the public |

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| [ ]  | 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.