

JOB DESCRIPTION & PERSON SPECIFICATION

ASSISTANT EDUCATIONAL PSYCHOLOGIST – ENHANCED LANGUAGE AND COMMUNICATION INITIATIVE

GRADE

Soulbury Scale Spine Assistant Educational Psychologists - Points 2-5, per year (this will be pro-rated to reflect a working pattern of 42 weeks per year) plus Fringe Allowance, mileage allowance and Surrey employee benefits.

WORKING PATTERN

36 hours, Monday to Friday, 42 weeks per year. The role is term time plus an additional 15 days per year during school holidays.

RESPONSIBLE TO

- (i) Co-ordinator for the Enhanced Language and Communication Initiative
- (ii) HCPC Registered Educational Psychologist

FUNCTION

To support the delivery of the Enhanced Communication and Language Initiative jointly led by the Speech and Language Therapy and Educational Psychology Service. The Enhanced Language and communication Initiative (ELCi) team provide support to children with a range of additional needs in their reception year. Through working with key school staff, we support children with speech and language development and social communication needs so that they can learn and thrive in their local school.

BASE LOCATIONS

Either Woking or Reigate

Supervision

All Assistant Educational Psychologists will participate in peer supervision, line management supervision and clinical supervision with a qualified and HCPC registered Educational Psychologist.

KEY ACCOUNTABILITIES KEY TASKS

Assessment	<ul style="list-style-type: none"> • To work with key school staff to undertake focused classroom-based assessments using the Social Communication, Emotional Regulation and Transactional Support (SCERTS) and other relevant frameworks. • To communicate results of classroom assessments in a collaborative, empathetic and solution focused way.
Consultation	<ul style="list-style-type: none"> • Using a consultation framework to collaboratively problem solve with the class team to meet children's needs in line with the ELCi programme.
Intervention and Training	<ul style="list-style-type: none"> • To deliver weekly input in reception classes to model and demonstrate whole class approaches which will support the teaching staff to create a communication friendly and emotionally regulating environment. • To review progress towards aims of plan each week, adapt and review the programme accordingly. • To be able to quickly establish trusting relationships with school staff to enable collaborative work. • To model strategies to school staff. • To identify training needs and signpost to appropriate training. • To produce high quality reports and maintain accurate and efficient record keeping in line with the ELCi team policy and procedure. • To evaluate the impact of interventions, training and support provided.
Research and Impact Evaluation	<ul style="list-style-type: none"> • To evaluate the impact of interventions, training and support provided, through the provision of data collection, analysis, interpretation, written reports and presenting findings to other teams/services as required. • To support research and conduct literature searches relevant to the role to ensure that ELCi remains current and based on evidenced best practice. • To contribute to the maintenance of a current evidence base in relation to child development, social and emotional factors associated with learning and psychological frameworks. • To maintain an up-to-date knowledge of all relevant legislation, and local Council policies and procedures and ensure compliance with them. • To undertake admin duties associated with the role.

	<ul style="list-style-type: none"> • To participate in and contribute to the Team’s professional development, support, and performance management programmes in accordance with the Service Development Plan and Surrey County Council requirements. • To engage in CPD opportunities, and supervision to develop competencies as an assistant EP. • To be an active member of a peer support team, attending team meetings, service days and working groups. • To undertake specific projects/pieces of work in an area of service priority as directed by the ELCi leads.
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The above-mentioned duties are neither exclusive nor exhaustive. From time to time, you may be required to undertake responsibilities outside the normal remit of the Job Description as required by the line manager and are broadly within the grading level and competence.

ASSISTANT EDUCATIONAL PSYCHOLOGIST

Soulbury Scale Spine Point 2-5 (pro-rated to reflect working pattern of 42 weeks per year)

PERSON SPECIFICATION

AF = Application Form I = Interview

Essential Qualities	
Education and Training	AF and original documentation verification
<ul style="list-style-type: none"> • Good honours degree in Psychology (or conversion). • Eligibility for Graduate Basis for Chartered Membership (GBS) with the British Psychological Society. • Evidence of additional CPD which demonstrates professional commitment to and interest in applied psychological practice in education 	
EXPERIENCE	
ESSENTIAL	
<ul style="list-style-type: none"> • Minimum of two years paid and relevant experience of working directly with children and/or young people within educational setting including at least two of the following: • Experience of leading and facilitating groups with children, young people and/or adults. 	

<ul style="list-style-type: none"> • Experience and understanding of relational approaches. • Experience of direct work with children or young people using group techniques or individual interventions which support development of social communication skills and emotional regulation skills. • Experience of demonstrating/ modelling approaches to others • Experience of gathering feedback from users and evaluating projects. • Direct experience of using and applying appropriate research methodology. • Experience of working collaboratively with peers to problem solve and develop initiatives. • Experience of working with diverse groups of people. 	
<p>SKILLS AND KNOWLEDGE</p>	
<ul style="list-style-type: none"> • Knowledge of recent thinking in educational psychology • Communication and Interpersonal skills; friendly, personable and empathetic. • Assertiveness/challenge, influencing skills with a solution focused outlook. • Ability and confidence to work autonomously, independently and use own initiative. • Creativity. • Presentation skills. • Self-reflective/evaluative. • Able to be task focused/well organised. • Keen/able to work as part of a team. • Understanding of educational systems and practice in England. • Awareness of safeguarding practices when working with children and young people. 	
<p>Professional Orientation</p>	
<ul style="list-style-type: none"> • Commitment to inclusive practice. • Commitment to Equal Opportunities. • Commitment to collaborative working with other professionals and parents. • Interest in quality issues and continual service improvement. 	

<ul style="list-style-type: none"> • A desire to work within applied psychology to improve the learning experience for pupils and students. • A belief in involving children and young people in decisions regarding their education and a clear commitment to supporting the development of children and young people. • A willingness to participate in staff induction, supervision, performance review and professional development. • Demonstrate ability and motivation to continue learning and evidence of learning and development since finishing the degree. • Resilient and adaptable with the ability to work within an environment of conflicting priorities whilst managing time and prioritizing work to meet agreed deadlines. 	
Desirable	
Experience of using the SCERTS model of assessment and programme planning	
Special Conditions	
Valid driving license and use of vehicle for work is essential as the post holder will be required to travel to various locations within the county on most days	