

## **SOUTHWARK COUNCIL**

### **JOB DESCRIPTION**

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|----------------------|----------------------------------|
| <b>Job Title:</b>    | Educational Psychologist         |
| <b>Grade:</b>        | Solbury main grade               |
| <b>Department:</b>   | Children's Services - Education  |
| <b>Business Unit</b> | Early Help                       |
| <b>Reporting to:</b> | Early Help Service Manager (TBC) |

#### **Purpose of the job**

To provide an effective, targeted and preventative Educational Psychological service to children, young people, their families, settings and schools – to include assessment, intervention, consultation, training and research – as part of an integrated team in the context of the Children and Young People's Plan and its underpinning Early Intervention Strategy.

To promote learning and achievement, social and emotional well-being, positive behaviour, school attendance, and safety for the children and young people of Southwark.

To promote access to childcare and early education (for those not of compulsory school age) to enhance learning, development and well-being.

To develop parenting and family support at the targeted level through adopting a family-focused approach and to target for service those parents and carers who will most benefit from early intervention.

To carry out to the highest quality standards the relevant statutory duties conducted by the Early Help Service on behalf of the Council, assisting parents and schools to meet the duties placed upon them by relevant legislation.

#### **Principal accountabilities**

The post holder will be required to carry out the following functions:

1. to use, promote and disseminate evidence-informed psychological theory and research that is effective in reducing vulnerability and building resilience for children, young people and families in Southwark; thus impacting on equality and diversity to improve outcomes.
2. to maintain and progress a caseload of families in accordance with service procedures, with the aim of addressing the targeted needs identified and assessed with a minimum of delay – these cases will include those worked with directly and indirectly through the provision of consultation to colleagues within the service.
3. to apply professional knowledge and skills, including consultation, identification, assessment, intervention planning / delivery, research, etc.

to

- (a) promote effective partnerships between children and young people, their parents / carers and practitioners who work with them (especially Early Years settings and schools) and
  - (b) achieve positive outcomes for vulnerable children, young people and families
4. to develop, implement and review a range of innovative strategies to promote and improve teaching and learning / development, attendance / access and behaviour (with a particular regard for under-achieving cohorts) – demonstrating the effectiveness of evidence-informed practice and outcomes for children, young people and families.
  5. to conduct all work related to children, young people and families within the framework of the integrated tools and processes (common assessment, Team Around the Child and Lead Professional) outlined in the Early Intervention Strategy, all of which is quality assured to Southwark standards.
  6. to identify, refer and support children and young people who are suffering (or thought likely to suffer) significant harm as described in statutory guidance; to include advising on child protection matters to other practitioners in the Early Help Service.
  7. to provide psychological advice as part of the statutory assessment of Special Educational Needs (SEN) process in accordance with the relevant guidance, and contribute to complex Annual Review work and Tribunals to agreed quality standards and timescales.
  8. to support and empower parents/carers to enhance their parenting skills and their parenting capacity, using a range of interventions, including casework and parenting programmes.
  9. to deliver a systems consultancy and training service which develops the capacity of universal service providers to manage and deliver appropriate interventions as part of the early intervention strategy, including effective use of integrated tools and processes.
  10. to respond to critical incidents in schools and settings under the direction of the Early Help Team Manager.
  11. to maintain accurate records, compile reports to agreed service and professional standards and to undertake administrative duties relating to the EP function (including regular returns of workload activity for data / statistical purposes).
  12. to keep up to date with relevant legislation, research, policy and initiatives – both national and local – and to assess the implications for changes to practice (and make adaptations where necessary).
  13. to undertake any other duties commensurate with the level and grade of the post as may be requested from time to time.

## **Financial responsibilities**

The post holder will be required to follow Council financial procedures and report to senior managers on any aspects of expenditure that do not accord with expectations. However the post holder will not hold any specific financial accountability

## **Management and supervision**

### *Line management responsibility*

The post holder has no line management responsibility.

The post holder may enter into supervisory arrangements with peers, including supporting new colleagues through the induction process and / or Trainee Educational Psychologists, as discussed and agreed by the relevant Early Help Team Leader.

### *Line management received*

The post holder is accountable to the relevant Early Help Team Leader who has oversight of performance, development, conduct and discipline. The post holder is expected to work using his / her own initiative in a self-directed manner, within the parameters laid out in service policies and procedures.

### *Supervision*

The post-holder will receive professional supervision from a suitably qualified and experienced Educational Psychologist.

## **Health and Safety at Work**

The post holder is required to carry out their duties and responsibilities of the job in accordance with the Council's Health and Safety Policy and relevant Health and Safety legislation, whilst taking reasonable care for the safety and health of themselves and others who may be affected by their acts.

## **Equality**

The post holder must demonstrate commitment and enthusiasm to promote the principle of equality in employment and service delivery. The post holder must be familiar with and promote the Equality and Diversity Policy.

The post holder must promote equality in the workplace and set the tone for the behaviour between colleagues.

## **Performance Appraisal and Investors in People**

The post holder must demonstrate commitment and enthusiasm to the Council's corporate objectives of Performance appraisal and Investors in People.

## **Data protection**

The post holder must carry out their duties and responsibilities of the job in accordance with the Council's Data Protection and Sharing of Information policy and relevant Data Protection legislation. The post holder has a responsibility to familiarise themselves in sufficient detail with this policy to ensure they understand their obligations.

## **Special Conditions**

Contractual hours of duty are in accordance with the needs of the service with a minimum of 36 per week.

The post holder may be required to work outside of normal working hours (e.g. attending occasional evening or weekend meetings / training) in accordance with service needs. This work will be planned and flexi time arrangements will apply.

## **Job context**

The Early Help Service is committed to delivering on the Council's strategic priorities (improving life chances, a better place for people and delivering quality services) and on addressing key corporate issues (such as value for money; the customer journey; efficient, accessible, needs-led and accountable services and equality, diversity and human rights). We value diversity within the team and within our client groups and aim to provide accessible, family-focused integrated services that are efficient and modern.

The work is complex and requires exceptional team working skills, an understanding of integrated ways of working and an absolute commitment to early intervention excellence for children and families. There is personal autonomy and team members are expected to act upon their own initiative, manage their own time effectively and proactively contribute to innovation (within the scope of their respective role).