

Educational Psychologist

For Autumn 2019
Candidate Information Pack



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**We believe in
ourselves.
We believe in each
other.**

Welcome from the Chief Executive Officer



Dear Candidate,

I am delighted that you are interested in becoming Folio Education Trust's first Educational Psychologist.

Our Multi Academy Trust (MAT) has two secondary and two primary schools, and currently supports approximately 2500 students and 250 staff. In the next five years, we intend to double the current numbers. Our Educational Psychologist will be a key professional contributor within that expansion, broadening the reach of our shared services and ensuring that the service provision is something that new partners will want to join.

Over the past year this successful 4-school, cross-phase, multi-academy trust (MAT) in South London has been on an exciting journey building a welfare service for use by our schools, as well as offering this to other local schools interested in our bespoke service, to offer a high quality, flexible and cost-effective alternative to the other options available.

We are committed to the health and well-being of learners from Early Years through to the end of the Sixth Form, and as such are seeking a qualified professional to lead of the development and provision of this service.

If you have it in you to be entrepreneurial and use your qualifications, background and experience to contribute to Folio's aim to enhance the life chances of young people, then read on and I look forward to receiving your application.

Mr Jonathan Wilden

Chief Executive Officer
Folio Education Trust



The Educational Psychologist will take responsibility for and oversee the development of a high-quality evidence-based psychological service to children and young people across the trust and to schools who buy in to our service. The expectation is for this service to embed, develop and expand in the future.

Our promotional plans and intentions for the service are outlined below:

The benefits of choosing Folio as your school provider:

- Our prices will be lower than your authority based Educational Psychology service. You are guaranteed to save money.
- You have freedom and access to an Educational Psychologist when you need the service. You can create a bespoke package, which meets the needs of your school community and use the time flexibly.
- We can tailor support to your needs and begin a service agreement when you choose during the year
- Save money, yet have quality assurance with an experienced Educational Psychologist
- A fast and efficient set up and purchase process.
- Continuity for young people and families as they move from primary to one of our secondary schools.
- Written reports within two weeks.

Our services are evolving. This is an area where the appointee will have further input and planning. Here is an example to what could be offered:

- Assessment and observation including a thorough explanation of your pupil's difficulties and the underlying issues which are holding him or her back. This may involve a diagnosis.
- Advice and consultation with SENCo, Inclusion Manager, Headteacher, Class teacher, parents and others.
- Personalised and specialist recommendations that can be incorporated into learning support plans at school.
- Ideas and advice for parents to work with the child at home.
- Bespoke training and services to suit you.
- Suggestions for reasonable adjustments and exam access arrangements, if appropriate.
- Signposting on to more specialised assessments, if appropriate.
- An EP report which can be used to inform you pupil's teaching and which can also be used to draw up an EHC Plan.

Moving forwards it is our expectation that schools can book a varying degree of support that suits both need and budget. The options could offer a choice of buying one-off consultant support, ad hoc assessments, or blocks of three or more days (days include half a day of direct support and half a day for writing reports/feedback).

When booking blocks, visits would be scheduled to take place on dates across the school year, to suit individual needs, and schools would be allocated the same psychologist for each visit, if the service were to expand to a team.

Suggested Packages:

Ad Hoc Days

Bronze Package	3 days per year
Silver Package	6 days per year
Gold Package	9 days per year
Platinum Package	12 days per year

Schools that buy into a Silver, Gold or Platinum package would receive a free half day session per year for staff training, parental workshops, etc.

School information:

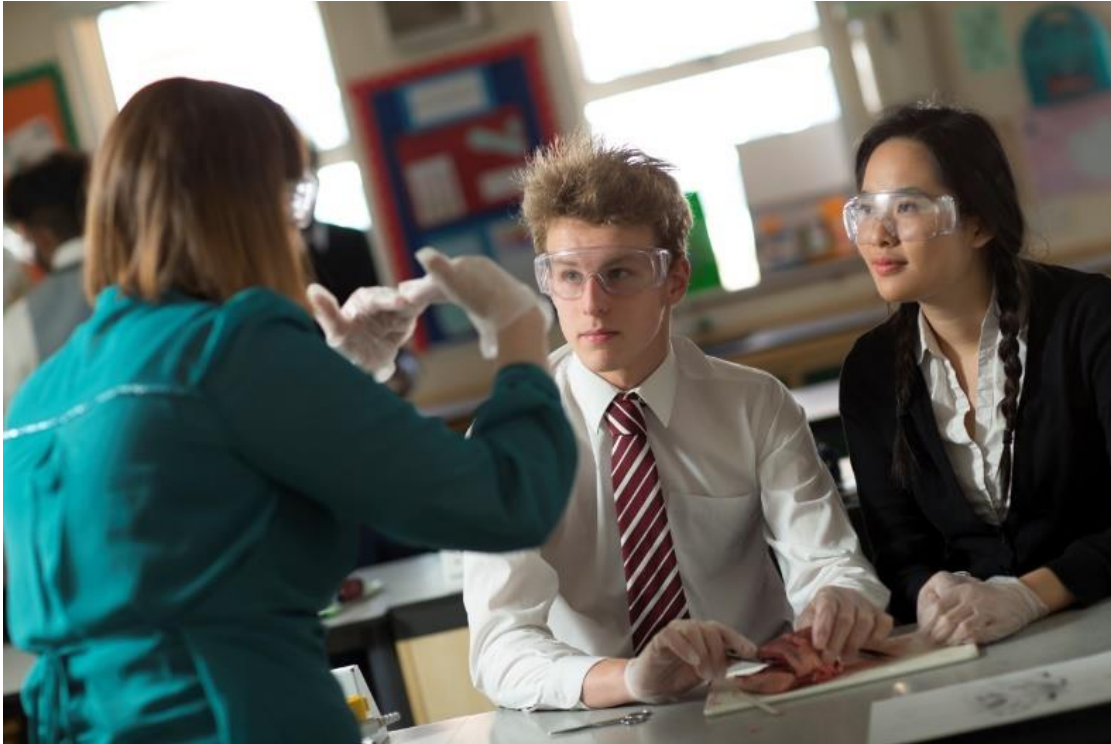
Name & acronym	Type of school Numbers	Brief outline of the school	Summary profile of student categories	Numbers of staff and pupils
Wallington County Grammar School WCGS	Secondary 11-18 Grammar, Selective boys school with mixed Sixth Form	Founded in 1927, graded 'outstanding' by Ofsted in January 2017, aims to blend best of tradition with innovation. High performing school.	EHCP 0.1% SEN support 2.5% EAL 41% FSM 10% Pressures can differ because of the high aspirational nature of the families	132 staff (63 teachers) 1,095 students
Park Hill Junior School PHJS	Junior 7-11 South Croydon 3 form entry	Opened in 1968, now a successful, oversubscribed Junior School, rated 'Good' by Ofsted, broad range of ethnicity among pupils.	EHCP 0.8 SEN support 20% EAL 49% FSM 18%	31 staff (20 teachers) 366 pupils
St Peter's Primary School SPSS	Primary 4-11 South Croydon 2 form entry	Opened in 1952. Co-headship in place, curriculum based on international model. Variety of ethnic backgrounds.	EHCP 2% SEN support 8% EAL 21% FSM 18% A number of the children are supported through the ABA programme	73 staff (20 teachers) 415 pupils
Coombe Wood School CWS	Secondary 11-18 Comprehensive South Croydon	One cohort so far, curriculum is underpinned by Health Related Fitness core ethos and values.	Stats for Y7 only. EHCP 3% SEN support 21% EAL 10% FSM 20%	<i>Currently</i> 16 staff (12 teachers) 180 students
Folio Education Trust Central Team	Central Team	Senior team, shared services including Finance, IT, some catering and sports partnership staff	N/A	26 staff

There is a Central Team of Folio Trust employees, the majority of whom are currently based at WCGS but others are located across the schools and work on a hot desk arrangement. The expectation is that most staff will have a base in the final new building at Coombe Wood School towards the end of 2020.

Folio's current 'office' accommodation is in the converted caretaker's house at PHJS, where some senior staff can work and may be used by Croydon Schools Sports Partnership, with whom we have established links and are in our employ.

The Trust was created through an academy conversion of Wallington County Grammar School and granted Single Academy Trust status in April 2011. As two primary schools were brought into the Trust in April 2017, this coincided with the change to Multi Academy Trust (MAT) status and the Trust sponsored the development of the new Free School, Coombe Wood School, which opened in temporary accommodation in September 2018. Building the £35m new building on the same site in South Croydon is underway and the expectation is that this will be ready for occupancy later during 2020.

Application Procedure



For a confidential discussion on current vacancies please contact Zoe Harris, Primary Executive Head, within the Trust, primexehead@foliotrust.uk

Please complete the Trust's application form – available for download at <http://www.folio-education.co.uk/Current-Employment-Opportunities> and return to Jacqueline Baker, Trust HR Lead jbaker@foliotrust.uk

In compliance with Safer Recruitment Guidelines CVs will not be accepted.

Closing date: **10am Monday 17th June 2019**

Interviews: **Monday 24th June (morning)**

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

Safer Recruitment

Folio Education Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Folio Education Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

The Candidate Privacy Notice can be viewed on the website at:
<http://www.folio-education.co.uk/Current-Employment-Opportunities>

The schools within Folio Education Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix 1

Job Description – Educational Psychologist

The Educational Psychologist is to play a key part in the Folio Education Trust Shared Services model, providing an outstanding service to support the education of young people across four schools and the Central Services Team.

Main Purpose

To deliver an effective educational psychology service to schools within the Folio Education Trust and to those that procure the service from the trust by providing advice and guidance on assessment and interventions for vulnerable pupils including those with a Special Educational Need and/or Disability.

Salary

Salary subject to annual review by Remuneration Committee

Salary EP Scale A (including London weighting) paid pro rata with up to 3 structured point

Potential range for 3 days per week: £21,110 - £28,916 depending on experience

Working Pattern

Term time only, (3 days per week) Fixed term 1-year contract

Potential to move to a Permanent Full Time Contract

This job description is a newly devolved post and is subject to review and amendment through negotiation as the role develops in scope.

Responsible to

- The Chief Executive Officer (CEO) who is responsible for overall Trust-wide accountability and standards.
- Primary Executive Head of School Improvement
- Chief Operating Officer

Core Accountabilities

1. To provide psychological advice concerning pupils undergoing statutory assessment, within the time scales laid down by the SEND Code of Practice.
2. To provide an Educational Psychology Service to schools, according to according to a Service Level Agreement.
3. To offer advice and practical strategies to schools on issues relating to individuals or groups of pupils, and to take part in, or lead, training courses as required.
4. To provide an Educational Psychology Service to children and young people and their families, working in partnership with parents and carers, and taking full account of the "Voice of the Child" and a person centred approach.

5. To work as required on specific projects and working parties in accordance with the priorities set by Folio Education Trust.
6. To maintain clear records, in accordance with the trust's policies and procedures, of work undertaken with schools, individuals and groups.
7. To take an active role in the development of the Educational Psychology Service for Folio, contributing to the marketing, promotion, and delivery of the Service.
8. To work closely on a multi-disciplinary basis with other professionals, including providing specific advice relating to the children on the Applied Behaviour Analysis programme in one of the schools.
9. To contribute to Multi-Agency Team working as appropriate to support the safeguarding of young people and early interventions with young people and families.
10. To carry out such other duties as may be required from time to time to meet the needs of the service, including attendance at the SEN tribunal, provision of information to Ombudsman, and to formal or judicial processes.

Effective Day to Day Management

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, confidentiality and data protection (GDPR), reporting all concerns to an appropriate person.
- Maintain high quality working relationships with staff, students and parents/carers that contribute to creating a productive and happy working environment.
- As a member of staff who works in partnership with other organisations, to contribute to the development and sharing of good practice into partnerships with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations.

The post holder will be expected to carry out all duties in the context of and in compliance with all Trust's policies and procedures and in compliance with our Equal Opportunities Policies and Code of Conduct.

Other Duties

- Participate in training and other learning activities as required.
- Attend and participate in meetings as required.
- Perform all other reasonable requests as required within the grading of your post.
- Respect confidentiality at all times.

The duties described in the Job Description may vary or be amended from time to time without changing the level of responsibility associated with the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the postholder.

Appendix 2

Person Specification

Qualifications	<ul style="list-style-type: none"> ➤ Completion of a professional training course as an Educational Psychologist which is recognised by the British Psychological Society ➤ Registered with the Health and Care Professionals Council (HCPC) ➤ Understand the impact of the Children and Families Act 2014, SEND Code of Practice 2015 and statutory requirements for an Education, Health and Care assessment. ➤ Have a broad understanding of the legal framework that underpins equalities and safeguarding.
Experiences	<ul style="list-style-type: none"> ➤ Experience of the assessment and intervention of children and young people's educational needs from a psychological perspective ➤ Experience of working in early years, primary and secondary school phases and Post16/FE settings providing guidance and advice to teaching and non-teaching staff on strategies to work towards better educational outcomes for children and young people ➤ Experience of managing a caseload and demonstrating good organisation, time management and resilience ➤ Experience of working successfully with other professionals to support the development of children and young people ➤ Proven record of effective implementation of and strong commitment to Equal Opportunities policies in Education ➤ Professional experience of working within an education context ➤ Knowledge of the principles behind the Applied Behaviour Analysis approach to supporting the needs of children with autism (preferred) ➤ Experience in contributing to projects and policy development (preferred)
Knowledge and Skills	<ul style="list-style-type: none"> ➤ Knowledge of current legislation affecting the work of Educational Psychology ➤ Data handling skills with the ability to analyse information and present clear, concise reports ➤ Understanding and appreciation of working in a school context and how the role contributes to safeguarding and positive outcomes for pupils ➤ Excellent communication skills and the ability to act as a professional and positive ambassador for the trust

Personal
Qualities and
Attributes

- Ability to manage a large and varied personal workload and to maintain judgement when under pressure
 - Energy, drive, commitment and enthusiasm
 - Highly organised and able to prioritise and adapt quickly to change
 - Earn respect and demonstrate appropriate levels of authority
 - Manage change effectively building a sound team ethos
 - Entrepreneurial and able to bring others on board
 - Strong team player with the ability to work collaboratively as a member of a variety of teams
 - The capacity to work well under pressure, remain calm, and to cope with the unexpected
 - Reliable, discreet, honest and trustworthy
- Ability to use supervision constructively to reflect on own practice and implement changes where necessary
- A willingness to commit to the Trust's vision and to 'go the extra mile' in order to achieve it
 - Ability to draw upon a range of communication skills
 - Evidence of a commitment to your own professional development
 - To be an excellent role model
 - A commitment to equal opportunities
 - A commitment to safeguarding and promoting the welfare of children and young people

Appendix 3

Folio Education Trust, Values and Aims

We believe that we are outstanding: not because we say it, but because we work hard at it. We are dedicated, committed and focused. We believe that every person will reach their personal best and overcome any challenge through a shared culture and ethos. We are dedicated to developing as successful individuals, creating a positive environment where all of us will learn. We never fail because we never give up. We believe in ourselves. We believe in each other.

Core Purpose – Why do we exist?

'Folio' comes from the Latin word 'folium' meaning 'leaf'. Its definition is linked to the way in which the pages of a manuscript or a book are arranged and presented to the reader. The Trust has chosen this name to represent the knowledge and understanding required by people to unlock their aspirations and reach their personal best. 'A book is a dream that you hold in your hand'. The Trust also uses the term 'Folio' to represent the growth of children into well-rounded and successful young adults.

Folio Education Trust Core Purpose – Why do we exist?

- To implement a child centred focus to ensure all decisions lead to the development of confident young people who have character.
- To change people's lives through exceptional and memorable experiences that ensure people discover and then reach their personal best and unlock improved life chances.
- To be an employer of choice and give staff the motivation to achieve job satisfaction and develop professionally through a talent management framework.
- To offer service provision that listens, understands and adjusts to the people that are being served.
- To develop a self-improving system between all academies within the Trust where collaboration occurs with the core purpose of raising standards.
- To explore beyond education to help remove barriers which prevent social inclusion.

Our future – what do we want to see in 10 years?

Our Multi Academy Trust will support academies that are the first choice of local families because of the 'gold standard' education that is provided. All academies within the Trust are pupil centred and this drives our decision making. Smiling faces are common place for pupils and staff as they are happy being part of the academy and part of a wider Trust community. Being educated as part of this Trust will mean something to not only the individual but also those who provide the next step of a young person's education, training or employment.

The service provision which helps drive the individual organisations within the Trust is focused on quality – listening, understanding and adjusting to meet the needs of those it is designed to serve. A main objective is to provide a system of self-challenge, self-improvement and collaboration with a shared passion to raise standards and allow all students to reach their personal best. No student or member of staff is neglected but inspired to develop improved life chances and live long and happy lives. As part of the collaboration between academies there is a desire to research pedagogy and the importance of Health and Well-Being to influence social change to remove the barriers which affect mental health and access to the opportunities for discovering and reaching personal best. Every person deserves the best and the Trust will do what it takes to deliver this while ensuring efficiencies and economies of scale which deliver outcomes beyond outstanding on a global scale.

Long term goal on a national scale

Contribute towards the changing face of British Education and be one of the top five performing Multi Academy Trusts in the country, designing and sharing academy improvement strategies.

Appendix 4

Folio Education Trust, Legal Framework

Members and MAT Trustees

The role of our five Members is to appoint a Board of Trustees to run the Academy Trust. The Board comprises eight people: 3 Appointed Trustees, 4 Academy Trustees (often deriving from the Local Advisory Boards according to required skill sets) and the CEO (Executive Head) acts as a Trustee. Their remit is:

- Create an ethos consistent with that of Folio Education Trust
- Provide excellent education and care in Trust schools
- Meet all financial and legal requirements

MAT Trustees will operate at a strategic level, operationally the Chief Executive Officer is supported by both the Chief Operating Officer and the Chief Finance Officer in managing a team of other professionals providing a central support team using both internal employees and external specialist advisors.

A number of other centralised Trust committees exist to handle Remuneration, Admissions, Appeals, Complaints, Disciplinary matters etc.

Local Governing Bodies

Within the Trust these are currently referred to as Local Advisory Boards and focus on the strategic oversight of the individual schools. Lead Advisors will play an essential role in supporting and challenging each individual school. They will focus on the following areas:

- Outcomes for Pupils (Standards)
- Quality of Teaching, Learning and Assessment (Standards)
- Personal Development, Behaviour and Welfare / SEND (Resources)
- Leadership & Management / Areas for Development (Both)
- Financial Management (Resources)
- Health & Safety including Educational Visits (Resources)
- SEND & Pupil Premium (Standards)

Company Secretary

The clerks and Company Secretary will ensure that good quality training is in place for all governors (including members of the LAB), catering for different backgrounds and experience of the various members. They will assist the Trust in preparing Schemes of Delegation to the various sub-Committees, policies and procedures, and ensure that Board and Committee papers are produced on time, and to a good standard.

Conflicts of interest

All governors will complete a register of financial and other relevant interests upon appointment. This will be reviewed annually and governors will be asked at every meeting to declare any interest they might have in specific agenda items. Any governor with a financial interest in any decision could not be party to the discussion and could not vote on that agenda item.