

Job Description

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| Job Title | Educational Psychologist |
| Directorate | Children and Young People's Services |
| Service Area | Early Help |
| Grade | Soulbury Educational Psychologist Scale A |
| Competency Level | Level 2 |
| Salary | £55,723 - £65,423 |
| Job Type | Hybrid |
| Location | Parklands Customer Focus Centre |
| Disclosure and Barring Service (DBS) | Enhanced DBS with Child Barred List (Child Workforce) |
| Job Evaluation Ref No | |

Job Purpose

To provide a specialist and bespoke educational psychology service to schools, families, children's services, and other services and stakeholders.

Directly Responsible For:

The Educational Psychology Service response to a group of schools and/or Local Authority services and initiatives.

Directly Responsible To:

Senior Educational Psychologist

Main Areas of Responsibility:

- To promote the inclusion of children and young people with special educational needs and disabilities by supporting schools in making appropriate provision for them
- To provide specialist statutory psychological advice to the LEA for children and young people undergoing assessment under The Children and Families Act 2014 within a time scale determined by the LEA
- To attend and contribute psychological advice to annual reviews of children and young people with statements and EHC plans as directed, including out of authority placements
- To apply extensive psychological theory and practice in order to provide an EP service to schools on a time allocation basis, negotiating a work plan that meets the local needs of the population and the strategic direction of the Local Authority
- To provide an applied psychology service to Early Years providers and other services and establishments as requested
- To provide a psychological consultation and advice service to educational establishments, parents and families in order to support pupils with SEN / disabilities in the mainstream context
- To apply psychological theory and evidence-based practice in order to formulate intervention strategies through assessments, observations and evidence-based practice, collaborating with teachers and other support services over the development and implementation of these strategies
- To plan and deliver a diverse range of highly specialist training for schools, other professional groups and parents

- To be able to analyse varied and complex data and information in order to be able to plan, develop and deliver bespoke and tailor-made psychological solutions to a wide variety of settings/establishments
- To demonstrate excellent communication and interpersonal skills in order to both negotiate and mediate successfully in a range of different and complex scenarios with a range of different audiences
- To work flexibly and autonomously in order to manage the demands of a range of professional situations and ensure high quality psychological services are consistently delivered
- To apply specialist psychological knowledge in order to support the development of Local Authority strategy and operational processes
- To contribute to service development in line with the LA strategy for SEN and inclusion
- To represent the service on LA strategic / working groups as assigned by the Principal Educational Psychologist
- To link with professionals ensuring that early support for children and young people is prioritised
- To maintain appropriate casework and administrative records of all work undertaken to ensure service accountability
- To plan, monitor and review the allocation of time to tasks and client groups to support the achievement of service performance targets and quality assurance procedures
- To co-operate with Local Authority arrangements and systems for information sharing
- To contribute to the implementation of the Early Help Assessment Tool (EHAT) as appropriate
- To contribute to the development and implementation of the team Around the Child model of multi-agency service delivery, using a person – centred approach to identifying and meeting needs and acting as key worker when requested

- To attend PCP EHC meetings as appropriate
- To attend all service briefings, team development and training sessions and corporate briefings
- To contribute to service, Local Authority (LA) and multi-agency working groups
- To lead and/or contribute to service improvement work within the service
- To take part in regular supervision / Keeping in Touch meetings and performance review and development as part of the authority's performance management and continuing professional development framework
- To keep abreast of current practice and research in educational psychology and keep up to date with developments in education in general and government initiatives in relation to children's services
- To prioritise on-going professional development ensuring that professional standards comply with those set out by the British Psychological Society and the Health and Care Professions Council
- To prioritise the safeguarding of children
- In accordance with the provisions of the Data Protection Act 1998, jobholders should take reasonable care to ensure that personal sensitive data is managed in accordance with the principles outlined in the corporate Data Protection Policy and procedures
- To develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all work undertaken
- To undertake any other professional duties as required by the service manager in line with the grading of the post
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken

It must be understood that every employee has a responsibility to ensure that their work complies with all statutory requirements with Standing Orders and Financial Regulations of the City Council and to ensure that all work functions are undertaken

in accordance with health and safety legislation, codes of practice and the City Council's safety plan.

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility.

Supervision and Management Responsibility:

- There is no supervision responsibility attached to this role; overall management responsibility is the remit of the Principal Educational Psychologist

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

Physical Demands of the Job:

- This post will include travelling to locations, including schools, homes, offices, and other locations. Flexible and agile working is available
- Some assessment materials for work with children may need carrying

Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level: **Level 2**.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.



Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- Honours degree in psychology (or equivalent qualification conferring graduate basis for registration with the British Psychological Society) (A)
- Post graduate professional qualification in educational psychology (or pending via the accredited training route) (A)
- HCPC registered as an Educational Psychologist (or due to be qualified by October 2027) (A)

Desirable

- Evidence of continued professional development

Experience

Essential

- Experience of providing a psychological consultation, assessment, and intervention service to schools and families as a practicing Educational Psychologist or during the course of training (A, I)

Desirable

- Experience of work at group, class, and systems level in schools



- Experience of developing and delivering training

Skills/Abilities

Essential

- Knowledge and skills in a range of assessment techniques and evidence-based intervention strategies (I)
- Knowledge of recent government initiatives relevant to inclusion and the future development of children's services (A, I)
- Good oral and written communication skills (A)
- Ability to work under pressure and deliver to deadlines (I)
- Ability to work collaboratively as part of a team and to value the contributions of other professionals and parents (A, I)

Desirable

- Ability to plan, record, and prioritise effectively and work flexibly
- Good ICT skills
- Ability to reflect on and evaluate own practice

Commitment

Essential

- Commitment to the inclusion of pupils with special educational needs and disabilities (A, I)

Desirable

- An understanding of and a personal commitment to the vision and values of Liverpool City Council

Other

Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level

Desirable

- Full UK driving licence