



## **JOB DESCRIPTION**

<b>Job Title:</b>	Education Psychologist
<b>Responsible to:</b>	Assistant Head
<b>Responsible for:</b>	Therapists/Counsellors/Oak Staff
<b>Grade:</b>	P06 - P08 (Subject to moderation)
<b>Hours:</b>	3 days per week (0.6 FTE) - Term Time Only + INSETS 21.75 hours / 8-4pm (45 min lunch)

## **JOB PURPOSE**

### **Main School:**

To provide support, guidance and advice to parents, carers and the school. To observe confidentiality and to support the school's endeavour to provide excellent teaching and learning for all students. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people.

To provide support and guidance to pupils and young people who have a range of emotional and social issues or learning difficulties.

You will offer a unique perspective on ways to help young people develop their skills and learn. Working to create processes and intervention strategies that focus on proactive strategies and skills for staff, students and parents to develop the well-being of the whole school community.

### **Oak:**

To work closely within the team supporting schools, pupils, families to ensure young people are included with their mainstream settings from Oak. To participate and provide knowledge and advice within multi-disciplinary meetings.

To undertake supervised consultation and assessment activities, ensuring the involvement of the child/young person, educational setting and parent(s) or carer (s).

To undertake supervised casework related to targeted children and young people. To maintain effective records and produce clear reports of interventions.

To work within a multi-professional team and attend relevant meetings.

Oversight of systems and procedures to ensure an appropriate referral, observation and intervention process is consistently adhered to.

**Main Responsibilities:****Staff Systems:**

- Involved in the review of academic and pastoral processes and interventions
- Work with the head of learning and pedagogy to enhance classroom practice, e.g., gathering of student voice, departmental reviews, utilisation of support teachers.
- Work with pastoral leads to enhance pastoral care, e.g., support of Hms, hard-to-engage students, gathering of student voice.

**Therapy:**

- To contact universities and colleges that offer therapy/counselling/social work trainings and negotiate placements for their students at Heathcote, to allow the increasing number of pupils needing therapeutic support to have those needs met.
- To offer placement management to trainee therapists on placement at Heathcote.
- To attend relevant meetings with the training organisations if appropriate.
- Manage the waiting list, to make sure that the employed counsellor/therapists and trainees are working with those pupils most suitable for their level of qualification.
- To use a measurement tool that is appropriate for all trainees and qualified therapists/counsellors such as Psychlops to make sure that Heathcote offers an outstanding, supportive and inclusive therapy service.
- To create a short yearly summary of the work that the therapy service has undertaken, to be presented by the end of May.

**Staff Training:**

- Involved in delivery of training to whole school and different school groups, e.g. Support Teachers, Senior Leaders, New Staff Admin staff.
- Individual consultations with teaching staff as required.
- Offering regular training presentations and workshops for teachers, parents or young people on a range of issues connected with SEND and other areas of applied psychology ie., motivation, behaviour management, labelling, differentiation, sleep, the use of praise, language and communication, attachment, memory, bullying, exam anxiety, study skills etc.
- To undertake clinical supervision of counsellors' therapists and trainees

**Direct work with Children:**

- To support families, children and young people through consultation and where necessary assessment to facilitate positive outcomes for vulnerable children and young people and those with special educational needs.
- Design, develop and support therapeutic interventions and behaviour management programmes.
- Classroom observations, individual assessments, discussions with parents and class teachers, use of standardised and non-standardised assessments.
- Provide staff feedback and dissemination of needs to support and increase a child's progress in verbal and written form.
- Identification of, and advice around, dyslexia and other specific learning difficulties if it is felt that a diagnosis is appropriate
- Clarifying children's views and helping to hear their 'voice', particularly where there is reluctance to engage with professionals.
- Providing individual 'therapeutic' work with a child or young person using evidence-based interventions.
- Providing support with access arrangements: completing access arrangement reports.

**Parents:**

- Liaising with parents – both before assessments take place, immediately after (detailed feedback meetings) and then later in the term (for a review meeting if appropriate).
- Responsibility for the organisation and development of parenting courses, and exploration of other mechanisms of engaging our parental community.

**Inclusion**

- Attend and contribute to relevant meetings concerning pupils including school referral meetings
- To be fully involved with colleagues in relation to prioritisation, risk assessment and joint working with individuals and families.
- Be aware of the need to support other groups in school including, pupils at risk of exclusion, pupils with attendance issues, victims or witnesses of domestic violence, pupils emotionally unstable, drug users, gang members, pupils displaying sexually inappropriate behaviour and pupils vulnerable to teenage pregnancy.

**Other:**

- Attending department meetings, staff meetings, working with admissions, offering extra-curricular activities (doing duties, activities accordingly, keeping abreast of relevant research, CPD and issues).

**Requirements****Qualifications and Experience:**

- Post-graduate professional qualification appropriate for practice as an Educational Psychologist
- Specialist knowledge of experience in autism and neurodevelopment difficulties, attachment and trauma, dyslexia and other specific learning difficulties, or severe learning difficulties.

**Skills and Knowledge:**

- Academic training in Family Systems Psychology or Systemic Psychology, CBT/REBT, Brief Therapy, Solution Focused Therapy, Adlerian Psychology, Humanistic Psychology, Choice (Reality) Therapy or a cognate programme (i.e., Social/Community Psychology).
- Excellent communication skills
- The ability to handle critical situations and work effectively with others in difficult circumstances.
- Able to always maintain the strictest confidentiality and integrity.
- Highly organised and efficient and able to work to tight deadlines, often under pressure.
- Excellent communication skills, both oral and written, for a range of purposes and audiences.
- Ability to work independently and to organise time, workload efficiently, meeting deadlines where required.
- Ability to work as part of a diverse team.

**The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service.**

**School Vision and Ethos – Encourage, Challenge, Succeed**

### **For Heathcote School staff in general:**

1. To play a full part in the life of the school community, to support its distinctive vision and ethos and to lead staff and students in doing the same
2. To actively support the school's school improvement priorities
3. To adhere to relevant staff policies and the staff professional code of conduct as developed collectively by staff
4. To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
5. Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
6. Checking emails on a daily basis to keep up to date with issues communicated within the school.
7. To provide cover for any member of the administration team in accordance with school priorities
8. To participate in appraisal reviews, in line with school policy.
9. To manage both internal and external relationships, striving for excellence in stakeholder satisfaction and to adhere to a high challenge, low threat philosophy.
10. To work effectively and successfully in your team within school. To participate in continuing professional development opportunities as identified through appraisal and ensuring ability to fulfil role effectively.
11. A great deal of the information and work dealt with is, of necessity, confidential, and it is important that none of this information is disclosed to any unauthorised person, and that is dealt with discreetly and with integrity.
12. To be alert to issues of safeguarding child protection ensuring that the welfare and safety of children attending the School is promoted and safeguarded and to report any child protection concerns to the designated Safeguarding Lead using safeguarding policies procedures and practice.
13. To adhere to the Whistleblowing Policy

### **All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.**

We show respect by:

- Listening to what others have to say
- Thinking about our body language and demeanour
- Praising in public and challenging in private
- Working within an ethos of high challenge and low threat

We show responsibility by:

- Being proactive
- Keeping to deadlines
- Being consistent
- Being on time
- Doing our jobs to the best of our ability
- Offering help and support to others when needed
- Always being ambitious and solution-focused

We show integrity by:

- Owning up to mistakes
- Being open, reflective and honest
- Having a culture of no blame
- Doing the right thing even though it may be difficult

- Treating everyone equally

Name of post holder .....

Signature .....

Date .....