

Principal Education Psychology & Specialist Support Services

Grade N/A

About the Service

Our aim is to create an environment where families are supported to stay together safely and live well in their communities by building on their strengths.

This is the right thing to do. Families tell us they do not want to be in services and evidence says that lives are better when needs can be met early within the family or community.

Working in this way is also more sustainable. We can support more families to live better lives if we focus on addressing needs as early as we can. This report details the changes we have already made across the children and families system.

We will continue to build a strengths-based approach which will promote a culture of inclusion and support to enable children to achieve their best outcomes.

About the Role

Provide technical expertise for statutory educational duties in relation to education provision for children and young people, identified as having Special Education Needs (SEND).

Provide technical expertise and support the role of Educational Psychology Services in supporting District Operational Leads and the Head of Send to enable the effective discharge of responsibilities to support with SEND and their families to remain together where it is assessed as safe to do so.

Perform a lead role in the delivery of Families and Communities performance in relation to inspection and successful delivery against the local and national performance indicators including statutory regulations and targets for Educational Psychology and Specialist Support Services.

The role will be responsible for the leadership, management, supervision and performance of a designated range of functions with the Education Psychology and Specialist Support Services.

Reporting Relationships

Responsible to: Head of SEND

Responsible for: Senior Educational Psychologists, Assist Team Manager, Autism Team Manager and Head Sensory and Autism Outreach Teams

Key Accountabilities:

1. To provide technical expertise and oversight for those children and young people identified as having Special Educational Needs (SEND), requiring Educational Psychological support and or specialist support services to ensure that the needs of these children are visible and met and in line with current legislation, regulations and guidance.
2. Be an advocate and champion for the voice of children and young people identified as having Special Education Needs (SEND), ensuring that their needs are visible and understood; offering high support and high challenge to address inequalities across the children and families system and ensuring appropriate engagement in forums to influence and shape the children and families agenda.
3. As a convenor draw upon other professional expertise and commissioned contracts to support targeted interventions which enable children and their families identified as SEND to remain together; and with District Leads, Head of Send, Health and Social Care partners and commissioners address any gaps in provision to inform commissioning intentions.
4. To lead and motivate operational managers and their staff teams to ensure high-quality response and support across the children and families system for children and young people identified as SEND to ensure that the needs and aspirations of these children, young people and their families are identified and met.

5. Ensuring that the Local Authority has a robust, high-quality Educational Psychology and Support Service offer which supports partners in their delivery of statutory functions as they relate to SEND Code of Practice and is delivered in a timely manner, avoiding delay and drift across children and families system.
6. Working with the Information Advice and Guidance Officer to ensure that the core offer as it relates to the functional expertise of the Educational Psychology and Support Services is continually reviewed and updated in line with guidance and regulations in an accessible format.
7. Deliver services within agreed budgets and establish mechanisms to monitor, manage and make decisions based on appropriate data collection, performance and budget pressures and identify any efficiencies.
8. Be available to work out of hours on an occasional basis, evenings and weekends.
9. Undertake any other reasonable duties commensurate with the grade and nature of the post and deputise for senior managers where appropriate.

Person Specification

Qualifications/Professional membership

- Honours degree in psychology or equivalent recognised by the British Psychological Society.
- Recognised postgraduate training and qualification in professional educational psychology.
- Have chartered psychologist status or be eligible for chartered status by the British Psychological Society.
- HCPC registration.
- Enhanced DBS.

Knowledge and Experience

- Significant experience as a practitioner psychologist preferably in identifying learning needs via cognitive assessment and of working either within traded services or private practice.
- Substantial knowledge of psychological theories and evidence as applied in education.
- Substantial post qualifying experience of working substantially in educational setting
- Substantial Knowledge of child development and the effects of disability on learning
- Substantial supervisory and management experience and knowledge of relevant HR guidance and procedure relating to people management.
- Experience of partnership working and integrated service delivery;
- Demonstrable experience of successfully leading, managing and motivating a high performing team;
- Proven ability to embrace innovative practices and developments, lead change and pilot new initiatives;
- To have an understanding of the needs and other vulnerabilities facing children, young people and Families
- Financial management experience including managing and monitoring staffing and procurement budgets;
- A detailed knowledge, understanding and experience of policy and procedures in relation to statutory educational function for those young people identified as have Special Education Needs and promotion of safeguarding and welfare of young people
- Knowledge of national reviews and proposed changes to public services;
- Evidence of ability to manage and hold risk appropriately;
- Experience in the management and investigation of complaints

- Knowledge of primary legislation, statutory guidance and national reviews in relation to the delivery of social work services to children and their families.
- Knowledge of systems and processes to facilitate improvement in service quality and performance;

Skills

- Proven leadership qualities and the ability to inspire and motivate;
- Strong inter-personal skills with proven ability to develop and sustain effective relationships;
- High level analytical, presentational and communication skills;
- High level risk assessment skills;
- Ability to work under pressure in potentially stressful situations and meet competing deadlines;
- Ability and experience of using IT systems
- Excellent communication skills both verbally and written.
- Supportive and committed to personal and professional development
- Ability to travel to various locations as required both within Staffordshire and outside of the County (special arrangements can apply for people with disabilities)

This post is designated as a Casual Car user

The content of this Job Description and Person Specification will be reviewed on a regular basis.