

Job description

Job title:	Assistant Educational Psychologist (Experts @ Hand)		
Directorate:	People	Salary:	£37,265 - £40,015 per year plus £970 Soulbury London Weighting allowance & £963 Essential Car User allowance
Section:	Education and Learning	Grade:	Soulbury AEP2-4
Location:	Time Square and the Child Development Centre (CDC)	Work style:	Flexible

Key objectives of the role

- Carry out observations and light touch assessments for children and young people with SEND.
- Deliver and evaluate the impact of evidence-based interventions.
- Carry out whole education setting audits.
- Develop and deliver bespoke inclusion-focused training packages.
- Support the development of inclusive practice and early intervention across the local area.
- Contribute to E@H service development, workforce development and system-wide SEND reform.
- Work collaboratively with education, health and social care partners to improve outcomes for children and young people.

Designation of post and position within departmental structure

- Reports to: Educational Psychologist (main grade)
- Professionally accountable to: Experts @ Hand and the Principal Educational Psychologist.
- Works closely with a wide range of local authority and health professionals, SENCOs, teachers and parent carers.

Daily and monthly responsibilities

1. Psychological Consultation & Advice
 - Provide timely consultation through helplines, virtual drop-ins and booked sessions for SENCOs, school staff and other professionals.
 - Apply psychological frameworks, including person-centred, solution-focused, systemic, attachment-aware, trauma-informed and relational approaches.
 - Support practitioners to understand underlying needs, not only presenting behaviours or diagnostic labels.
 - Offer practical, evidence-informed strategies that can be implemented promptly and effectively.

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- Alongside playing a role within Experts @ Hand, the postholder will remain part of the wider Educational Psychology Service and contribute to core service delivery, including supporting qualified EPs with:
 - The timely provision of statutory psychological advice for Education, Health and Care Plan processes.
 - Managing a small, traded patch of schools
 - Contributing to Educational Psychology Service activity, including service planning, delivery, quality assurance, review and the promotion of impact across the local area.

2. Early Intervention & Graduated Approach

- Support education settings to embed the National Inclusion Standards and deliver an enhanced universal offer.
- Support schools to apply the Assess–Plan–Do–Review (APDR) cycle effectively and transition to new ISPs.
- Promote early identification of need and prevent escalation to specialist services through a needs-led approach.
- Offer guidance at SEND Support level, helping to reduce reliance on statutory assessment where appropriate.

3. Case Discussion & Problem-Solving

- Facilitate structured discussion and problem-solving for children and young people presenting with:
 - Learning needs
 - SEMH difficulties
 - Neurodevelopmental differences
 - Attendance or engagement challenges
 - Wellbeing and belonging
 - Anxiety
- Support education professionals to:
 - Formulate hypotheses
 - Identify barriers to learning and inclusion
 - Agree clear, realistic next steps

4. Capacity Building & Workforce Development

- Build practitioner confidence through:
 - Coaching-style consultation and problem-solving
 - Modelling psychological thinking
 - Delivering bespoke training on commonly occurring needs, neurodiversity, emotional regulation, emotionally based school avoidance (EBSA), anxiety and related areas.
- Provide light-touch assessment, observation and individual support where required.
- Delivering and modelling evidence-based interventions such as MeLSA, PATHS, emotion coaching, motivational interviewing and compassion-focused approaches.
- Contribute to a graduated, inclusive, system-wide approach.

5. Multi-Agency Collaboration

- Work collaboratively with:
 - Schools, early years and post-16 settings
 - SEND and other LA services (e.g. Early Help, Early Years, Youth Justice)
 - Health professionals (e.g. CAMHS, SALT, OT, MHST)
- Support appropriate signposting and threshold decision-making
- Promote joined-up, holistic support for children and families
- Contribute to the embedding of the National Inclusion Standards.
- Support education settings to develop new Inclusion and Support Bases.
- Support education settings to produce new Inclusion Strategies.

6. Recording, Quality Assurance & Impact

- Maintain concise records of consultations in line with EPS standards
- Contribute to:
 - Experts @ Hand and EPS service evaluation
 - Experts @ Hand and EPS demand analysis
 - Experts @ Hand and EPS impact measurement, such as reduced referrals and earlier intervention
- Ensure compliance with data protection and professional ethical standards

7. Service Development

- Contribute to the ongoing development of the Experts @ Hand offer
- Identify emerging needs and themes across education settings
- Inform:
 - Training priorities
 - E@H service delivery models
 - The enhanced Universal Offer
 - Local authority SEND strategy

Scope of role

- Budget/Resource Control: No direct budget ownership, but highly influential in reducing local authority financial pressures by decreasing dependency on expensive out-of-area placements.
- Impact on Community: Directly improves parental confidence in mainstream education and strengthens the capacity of local schools to handle complex learning and emotional needs safely and inclusively.

Commitment to the Council's Equal Opportunities policy at all times.

Commitment to working within the bounds of the Data Protection Act and GDPR legislation at all times.

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only.

Person specification

Key criteria	Essential	Desirable
Skills and qualifications	Honours degree in psychology or equivalent which confers Graduate Basis for Registration with the British Psychological Society.	Experience working with children and young people with SEND. Interest in training as an educational psychologist in the future.
Competence summary (Knowledge, abilities, skills, experience)	<p>Secure understanding of child development, learning, and psychological theory.</p> <p>Knowledge of person-centred, relational and systemic approaches.</p> <p>Knowledge of the SEND Code of Practice and APDR.</p> <p>Ability to work collaboratively with schools, families, local authority teams and multi-agency partners.</p> <p>Strong professional judgement, with the ability to work at pace and communicate clearly in writing.</p> <p>Understanding of and commitment to the requirements of safeguarding children, young people, vulnerable adults and promoting their welfare.</p>	<p>Knowledge of professional and legislative frameworks relevant to Educational Psychology and SEND.</p> <p>Knowledge of Educational Psychology service delivery, quality assurance and performance monitoring.</p> <p>Knowledge of evidence-based interventions for children and young people with SEND.</p> <p>Ability to use data and performance information to review and improve practice.</p>
Work-related Personal Requirements	<p>The post holder must hold a full UK driving licence (or valid equivalent). Non-UK licences must be converted to UK licences in the first six months of employment.</p> <p>Commitment to equality, diversity and inclusion.</p> <p>Commitment to continuing professional development.</p> <p>Collaborative, reflective and analytical approach.</p> <p>Person-centred, pragmatic and committed to inclusion.</p> <p>Calm, approachable and responsive under pressure.</p>	

Ability to meet the travel requirements of the post, with reasonable adjustments where appropriate.

Other work requirements

A satisfactory enhanced Disclosure and Barring Service check.
This post is exempt from the Rehabilitation of Offenders Act 1974

The ability to converse easily in spoken English, explain complex or technical information to members of the public and respond effectively to detailed or complex questions for an extended period of time.

The ability to produce written material effectively and appropriately for a range of audiences.

Ability to travel across the local authority area, and beyond where required by the role.

Role models and demonstrates the Council's values and behaviours

Our values define who we are. They outline what is important to us. They influence the way we work with each other – and the way we serve our residents and engage with our communities.

We make our values real by demonstrating them in how we behave every day.

All staff should hold a duty and commitment to observing the Council's Equality and Dignity at Work policy at all times. Duties must be carried out in accordance with relevant Equality and Diversity legislation and Council policies/procedures.

