

Job description

Job title:	Educational Psychologist
Grade:	Soulbury Scale A points 4-9 (plus up to 3 SPA points, as agreed)
Job family:	Education and Youth/People - Children/County Psychological Service

Purpose and impact

1. To work as an applied Educational Psychologist to improve outcomes for children and young people who are 0-25 with SEND and other additional needs.
2. Enable Dorset Council to fulfil its statutory duties in relation to vulnerable children and young people including those with SEND.
3. To contribute to Dorset Council's, SEND delivery plan and Education Strategy.
4. Use child and family centred approaches to work in partnership with parents, carers and children and young people embracing the principles of person-centred planning.
5. To support the successful inclusion of children who are vulnerable or have SEND through the provision of high-quality core psychological services to parents/carers, staff in schools and settings and other professionals.
6. Work with schools, settings, colleagues and other agencies to extend and develop their skills and their capacity to identify and intervene early in meeting children's development and learning needs.
7. Take full responsibility for managing time, meeting deadlines, and work whilst remaining up-to-date professionally and developing personally.

Key responsibilities

8. To assist the Senior Educational Psychologist in the maintenance and development of a psychological service to the locality especially in providing psychological advice towards Education, Health and Care Needs Assessments.
9. To work proactively to ensure positive outcomes for children / young people and their families and promote inclusion.
10. To work with education settings and Dorset Council colleagues to extend their skills and their capacity to include all children / young people.
11. To work in such a manner as to ensure a consistent and coordinated service delivery for children / young people and their families within the locality and local area.
12. To attend and participate in development meetings of the Educational Psychology Service and of the locality Educational Psychology Services.
13. To ensure working practices are in-line with service policies and Dorset Children's policies.
14. To attend and participate in development meetings convened by locality colleagues, Schools and Learning and Belonging service area and Local Authority Directorates as appropriate and as invited.
15. Deliver training to school staff/ other professionals to support inclusive practice in schools.



16. To attend courses and take part in other further training arrangements for educational psychologists as necessary for personal and professional development and the development of the service.

NB: The duties and responsibilities of this post are not restrictive, and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

Knowledge and Skills

Qualifications:

- Post-graduate professional qualification appropriate for practice in the UK as an Educational Psychologist (or will have by start date).

Knowledge of:

- Children / young people's rights - including the right of every child to have access to appropriate activities and opportunities within their locality
- Special Educational Needs Disability (SEND) Code of Practice 0-25
- A range of approaches to assessing teachers, families and children / young people's resources with a view to informing and implementing intervention programmes
- A range of methods for identifying needs and developing social, emotional and resiliency in children and young people
- A range of psychological theories and research regarding children's learning, social and emotional development
- Evidence based interventions to meet the needs of children and young people with SEND
- National developments
- Appropriate knowledge and skills needed to work in integrated teams and for working in multi-agency contexts.

Skills:

- Empowers professionals' families and children / young people to identify their goals and find solutions that are right for them
- Applies psychology in proactive, professional, flexible and enthusiastic ways
- Uses a solution focused approach to problem solving
- Analyses problems and information and comes to a reasoned point of view
- Contributes to effective inclusion of children and young people in school and community
- Demonstrates good interpersonal skills
- Shows evidence of commitment to CPD
- Manages time well keeping to deadlines
- Establishes good relations with schools, families, children, young people, colleagues and other agencies
- Demonstrates integrity to the profession as an educational psychologist
- Is fluent in the use of "plain" English, written and spoken
- Facilitates joint working with Health and Social Care colleagues.



Other factors**Resources**

Personal equipment such as mobile, projector, laptop and other similar equipment.
Psychological testing equipment, books and academic resources.

Working Environment

Office work will be based at a DC office base such as County Hall or Hanham Centre. The post will also involve visits to school settings and homes, work with other agencies at different meeting venues, visits to parents and attendance at a range of meetings both within and beyond the county.

Upon occasion the post will require the holder to work in challenging and confrontational situations.

Conflicting demands and statutory deadlines are a regular feature of the post.

Progression in post (if applicable)

SPA points are available.

Our values

Our values act as guiding principles, defining what we believe is important in the ways we work together. Our values are Respect, Together, Accountability, Openness and Curiosity. You will need to be able to demonstrate these values in action through the way you work, regardless of your role within the organisation. Information about our values can be found on our website.



Person specification

Your application will be assessed based on your demonstration of how you fulfil the following criteria: you should include clear examples of how you meet these criteria within your application form and during the assessment process.

Essential

Essential criteria are the minimum requirement for the above post and will be assessed through a combination of your application form, assessment, interview and references (as specified below). We will require evidence of the qualifications, training or registrations listed below.

Qualifications, training or registrations Required by law or essential to the performance of the role or both	Assessed through:
1. Current registration with the HCPC unless trainee EP status.	Application form
2. Graduate Basis for Registration of the British Psychological Society.	Application form
3. Post-graduate qualification in Educational Psychology recognised by the BPS for practise as an educational psychologist in the UK.	Application form
4. Willingness & ability to obtain and/or enhance qualifications and/or training for development in this post.	Application form
Experience	
5. Work with children and young people who are disabled and their families.	Application form
6. Experience of multi-agency working.	Application form
7. Promoting inclusion and systems work within schools and settings.	Application form
Knowledge	
8. Knowledge of current psychological theory and research.	Application form Interview Assessment
9. Knowledge of current legislation and statutory guidance relating to inclusion & SEND.	Application form Interview Assessment
10. Knowledge of interventions that are important to ensure CYP educational entitlement can be secured.	Application form Interview Assessment
11. Knowledge and skills of working in partnership with parents.	Application form Interview Assessment
12. Knowledge and skills to communicate effectively with CYP with SEN, Disability and from vulnerable groups.	Application form Interview Assessment
Skills and abilities	
13. ICT skills, including use of email, electronic diary, word processing and other office software.	Interview Assessment
14. An understanding of the importance of the social model and strengths-based, positive approaches in responding to SEN and Disability.	Interview Assessment
15. An understanding of the benefits of inclusion.	Interview Assessment



16. Ability to empower parents and other professionals to recognise what works well for a particular child / young person.	Interview Assessment
17. Manage a range of work demands and to make decisions when there are conflicting priorities or emotive issues.	Interview Assessment
18. Ability to think logically and creatively, even when under pressure.	Interview Assessment
19. Ability to motivate and support staff, particularly staff dealing with challenging situations.	Interview Assessment
20. The ability to develop effective working relationships with senior colleagues, service staff, school staff and the families of children with SEN and disability or from vulnerable groups.	Interview Assessment
21. Ability to communicate effectively, both orally and in writing.	Interview Assessment
22. Good ICT skills.	Interview Assessment
Our values	
23. Respect	Interview Assessment
24. Together	Interview Assessment
25. Accountability	Interview Assessment
26. Openness	Interview Assessment
27. Curiosity	Interview Assessment

Desirable

Desirable criteria will be used in the event of multiple applicants meeting the minimum essential requirements and if applicable, will be assessed through a combination of your application form, assessment, interview and references (as specified below). If you meet the desirable criteria, we will require evidence of the qualifications, training or registrations listed below.

Qualifications, training or registrations	Assessed through:
28. Solution oriented / Solution focused training courses or training in empowering other professionals.	Application form
Experience	
29. Delivery of training/workshops for professionals and parents/carers.	Application form
30. Delivery of evidence-based interventions.	Application form
31. Work with young adults with SEND within FE.	Application form
Knowledge	
32. Knowledge and skills in the use of consultation approaches.	Application form Interview Assessment



33. Well-developed knowledge and skills in a specific area of practice relevant to educational psychology.	Application form Interview Assessment
Other	
34. Able to meet the physical and travel/mobility requirements of the post (with or without reasonable adjustments).	Application form

Approval

Manager: Miriam Leigh
 Manager's job title: Head of Children Thriving in Education
 Date: 29/10/2025

