**Person specification: Trainee Educational Psychologist**

**Mission Statement**

Everything we do grows out of our passionate belief in social justice and social inclusion.

All children are wonderful. We believe in creating opportunities for them to enjoy their learning and to fulfil their potential. We do this is by collaborating with others to get the best for children and their families.

We deliver psychology that is accessible, makes sense and promotes positive change.

**Our Values and Behaviours**

The values and behaviours we seek from our staff include:

**Being Open**

This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being Supportive**

This means we drive the success of the organisation by making sure that our colleague are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being Positive**

Being positive and helpful means, we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a ‘can do’ attitude and are continuously looking for ways to help each other improve.

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| **Person Specification Requirements** |
| **Knowledge** |
| 1. Developing knowledge of current practice, evidence base and research in applied child and developmental psychology and how these can be applied in community and / or educational settings. |
| 1. Developing knowledge of psychological theories and their effective application to support the development, well-being and achievementof children, young people and their families. |
| E**xperience** |
| 1. Casework experience as a trainee psychologist with children, young people and families in a range of settings across all phases of education applying a range of psychological and therapeutic assessment and intervention approaches. |
| **Skills** |
| 1. Developing understanding of the role of applied psychology in relation to legislation, emerging local and national priorities and initiatives for children and young people with additional and/or complex needs. |
| 1. Developing knowledge of and demonstrable competency in a range of psychological assessment and intervention techniques at the individual, group and organisational level. |
| 1. Developing knowledge of research and research methods and a commitment to a strong interest in supporting evaluative and research initiatives that may be commissioned. |
| 1. The ability to work effectively with parents and across agencies, teams and disciplines in a diverse range of educational and community based settings managing conflict, disagreement and / or other interpersonal difficulties where they might arise. |
| 1. The ability to communicate effectively both orally and in writing in ways that are accessible for a wide variety of audiences, in-particular young people and families. |
| 1. The organisational ability to prioritise, initiate and plan work to meet deadlines and to compile accurate and up to date records, notes and reports in a timely manner. |
| 1. A commitment to the ongoing development of professional knowledge and skills and to participate in the company’s supervision and appraisal process, responding to constructively to support offered through supervision and CPD. |
| 1. Sharing relevant university requirements and any areas of concern via supervision or via university tutors |
| **Qualifications** |
| 1. TEPs will be in Year 2 or 3 of a recognised and accredited University Doctorate in Child and Educational Psychology |
| **Other requirements** |
| 1. Evidence of an understanding of how the Company’s Equality and Diversity policy would relate to the practice of the psychologist, and the potential implications for minority groups, including non-majority ethnic, cultural and / or linguistic groups. |
| 1. Willingness to consent to and apply for an enhanced DBS disclosure check |
| 1. Willingness to take personal responsibility under and to abide by the Company’s Health and Safety Policy. Responsibly to read and risk assessments as they are updated and to follow them or seek clarification if needed. |

**Additional Information**

There is a requirement to travel to a range of schools and settings across Manchester City. Travel beyond Manchester, across the Greater Manchester region may be required. An independent means of transport will be necessary (car or bicycle). A mileage/cycle allowance will be paid.

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a disadvantage. Provided that the selection criteria unconnected with the disability are met, we will make all reasonable adjustments in order that someone with a disability can undertake the duties involved.