**Person specification: Specialist 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 colleagues 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** | **Assessed by A & I/ C see below for explanation** |
| **Knowledge** |
| 1. Significant 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, with a particular focus on social, emotional and mental health
 | A/I |
| 1. Knowledge of psychological theories and their effective application to support the development, well-being and achievementof children, young people and their families, with a particular focus on social, emotional and mental health
 | A/I |
| E**xperience** |
| 1. Substantial casework experience as a qualified educational 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.
 | A/I |
| 1. Experience of working in a commissioned or traded service context (not essential but desirable)
 | A/I |
| **Skills** |
| 1. Ability to adopt creative, flexible and open-minded approaches in working with children and families and within the team
 | A/I |
| 1. Knowledge of research and research methods and a commitment to supporting evaluative and research initiatives
 | A/I |
| 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.
 | A/I |
| 1. Ability to work collaboratively with colleagues within a team and as a confident, independent practitioner: forward thinking and solution focused
 | A/I |
| 1. Resilience to maintain personal and professional competence under pressure in a changing context
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| 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.
 | A/I |
| 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.
 | A/I |
| 1. A commitment to the ongoing development of professional knowledge and skills, to ensure maintenance of the Health and Care Professionals Council (HCPC) registration status and to participate in the company’s supervision and appraisal process.
 | A |
| **Qualifications** |
| 1. Post Graduate qualification in educational psychology and registration with the Health and Care Professionals Council (HCPC)
 | A/C |
| **Other requirements** |
| 1. Evidence of an understanding of how the Company’s Equality and Diversity policy relates to the practice of the psychologist, and the potential implications for minority groups, including non-majority ethnic, cultural and / or linguistic groups.
 | I |
| 1. Willingness to consent to an enhanced DBS disclosure check
 | A |
| 1. Willingness to take personal responsibility under and abide by the Company’s Health and Safety Policy.
 | A |
| 1. Willingness to abide by relevant data protection and cyber security policies
 | A |

**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.

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| **A – Application Form**  |
| **I – Interview** |
| **C – Certificate** |