

## JOB DESCRIPTION

## APPENDIX 1

<b>Post Title:</b> Assistant Psychologist - Mental Health Support Teams in Schools Trailblazer Project (fixed term)		<b>Director/Service/Sector</b> - Children's Services - Psychological Services (Educational Psychology)		<b>Office Use</b>
<b>Grade: 4</b>		<b>Workplace:</b> Base Aesca House,work undertaken in range of school / educational settings.		<b>JE ref:</b> 3548 <b>HRMS ref:</b>
<b>Responsible to:</b> Senior Education Psychologist		<b>Date:</b> February 2019	<b>Manager Level:</b>	
Job Purpose: To support the planning and delivery of approaches within Mental Health Support Teams (DoH trailblazer project), working under the supervision of an Educational Psychologist				
		Staff	None	
		Finance	None	
		Physical	Responsibility for resources to support everyday work across a wide range of schools	
		Clients	Children and young people, headteachers, teachers, support assistants, lunchtime supervisors, parents and carers, non-specialists and professionals from other services	
<b>Duties and key result areas might include:</b> <ul style="list-style-type: none"><li>• support the planning and delivery of training to schools and other professionals in regard to social and emotional wellbeing</li><li>• work in collaboration with professionals across Mental Health Support Teams in Schools, Psychological services and allied services.</li><li>• carry out literature reviews and research associated with the emotional wellbeing and mental health agenda.</li><li>• participate in evaluation work , including collecting, analysing and summarising relevant data.</li><li>• Supporting schools with the implementation and completion of inclusion documentation.</li><li>• Supporting schools to reflect on, evaluate and embed inclusive practices, strategies and interventions.</li><li>• Supporting schools to implement whole school, partnership, local and/or national agendas and objectives in line with MHST desired outcomes.</li><li>• Establishing constructive relationships with headteachers, other school staff, parents and carers, officers of the Local Authority, representatives from other agencies and non-specialists, leading and participating in feedback sessions as appropriate.</li><li>• Providing information, advice and guidance to enable individuals to access a full and varied curriculum and to make appropriate choices regarding their own learning, behaviour and attendance.</li><li>• Arranging and implementing the delivery of an appropriate intervention plans, either 1:1, small group or whole school both in and outside a classroom setting.</li><li>• Providing precise, detailed, objective and constructive feedback to individuals in relation to achievement, behaviour and attendance.</li><li>• Challenging and motivating individuals whilst actively promoting and reinforcing self-esteem.</li><li>• Providing advice, opportunities for positive decision making and acting as a role model to assist in the inclusion, educational, social, emotional and health development of individuals (0-19yrs SEN in particular SEMH).</li><li>• Application of psychological knowledge and theory to all work undertaken</li></ul>				
<b>Team contribution</b> <ul style="list-style-type: none"><li>• Establishing productive working relationships with Psychological Services and Mental Health Support Teams , schools and settings in the partnership and allied services</li><li>• Contributing to and managing the maintenance of records within the protocols of Psychological Services and Mental Health Support Teams</li><li>• Contributing to the development of Psychological Services and MHST policies.</li><li>• Promoting the ethos and vision of Psychological Services and MHST</li><li>• Participating in team training and professional development, as part of Psychological Services and MHST.</li><li>• Working within an agreed system of supervision. supervision to be delivered by an Educational Psychologist.</li></ul>				

- Work to maintain awareness of current school, partnership, local and/or national agendas and objectives (e.g. Safeguarding children, Northumberland Children and Young People's Plan)
- Adhering to rules, procedures and Code of Conduct of the County council and settings worked into.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and at the discretion of their line manager.

**Work Arrangements**

Transport requirements: Current Driving License and the ability to meet the transport requirements of the job (will be working across settings in Hexham and Blyth, office base Ashington) Working patterns: Full time Working conditions:	Flexi Office and School based
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<b>Post Title:</b> Assistant Psychologist (Fixed term)		<b>Director/Service/Sector:</b>		Ref: 0530	
<b>Essential</b>		<b>Desirable</b>			<b>Assess by</b>
<b>Knowledge and Qualifications</b>					
<ul style="list-style-type: none"><li>• An honors psychology degree that gives basis for graduate registration with the British Psychological Society</li></ul>		<ul style="list-style-type: none"><li>• Honors Degree 2:1 or above</li><li>• Additional qualifications or training around child development, working with young people, interventions for SEMH needs</li><li>• Interest in progressing to a training course to become a practitioner psychologist</li></ul>			
<b>Experience</b>					
<ul style="list-style-type: none"><li>• Working with children and young people in a professional setting</li><li>• Working with children and young people with social and emotional needs</li></ul>		<ul style="list-style-type: none"><li>• delivery of training</li><li>• Working in a school setting</li><li>• Counselling skills</li><li>• Working in a multi-agency setting</li></ul>			
<b>Skills and competencies</b>					
<ul style="list-style-type: none"><li>• Ability to understand and apply psychology based theoretical knowledge</li><li>• Ability to demonstrate well developed reasoning, persuasive and negotiating skills.</li><li>• Ability to relate well to children and adults.</li><li>• Effective ICT and clerical skills.</li><li>• Ability to exchange orally and in writing, wide ranging and challenging information with a wide range of audiences, including non-specialists.</li><li>• Time management and organisation skills</li><li>• Willingness to work in a variety of settings</li><li>• Willingness to participate in training and personal development.</li><li>• Willingness to deliver training programmes to both young people and other professionals.</li><li>• Interest in the use of supervision to reflect on own practice</li></ul>		<ul style="list-style-type: none"><li>• Awareness of recent guidance on emotional wellbeing and mental health for children and young people</li><li>• Accredited training in SEMH interventions</li><li>• Evidence of self motivation</li><li>• Evidence of participating in learning outside of work</li></ul>			
<b>Physical, mental and emotional demands</b>					
<ul style="list-style-type: none"><li>• Self reliant, able to make decisions and use initiative to work effectively to deliver desired outcomes within parameters set</li></ul>					

<ul style="list-style-type: none"> <li>• Ability to support colleagues facing the impact of emotionally challenging situations within their professional role.</li> <li>• Ability to regularly transport/carry resources to and from schools.</li> <li>• As post regularly involves driving, ability to remain alert for traffic and other potential hazards.</li> </ul>		
<b>Other</b>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.