

## EDUCATIONAL PSYCHOLOGIST JOB DESCRIPTION

<b>Job Title:</b>	Educational Psychologist
<b>Line Manager:</b>	Head of Lower School

### Purpose of Job

- The Educational Psychologist is a whole School post working collaboratively as a consultative psychologist with students, adults and parents in the School community. The Educational Psychologist will be expected to adhere to the ethical standards and codes of the profession.
- Provide support and guidance to pupils and young people who have a range of emotional and social issues or learning difficulties. You'll apply psychological theory and research to promote emotional and social wellbeing.
- You will offer a unique perspective on ways to help young people develop their skills and learn. Working directly with the Head of Upper School and Head of Lower School on a regular basis to review whole school processes and intervention strategies that focus on proactive strategies and skills for staff, students and parents to develop the well-being of the whole school community.
- Oversight of systems and procedures to ensure an appropriate referral, observation and intervention process is consistently adhered to.

### Duties and Responsibilities

#### Staff Systems

- Involved in the ongoing review of safeguarding provision within Harrow Zhuhai.
- Involved in the review of academic and pastoral processes and interventions throughout Harrow Zhuhai.
- Responsible for supporting senior leaders throughout Harrow Zhuhai, as they engage with vulnerable students (academic and pastoral); e.g. via Integrated Support Review, Critical incident support.
- Work with the head of learning and pedagogy to enhance classroom practice, e.g. gathering of student voice, departmental reviews, utilisation of support teachers.
- Work with the pastoral leads in LS+US to enhance pastoral care, e.g. support of Hms, hard-to-engage students, gathering of student voice

#### Staff Training

- Work with the Deputy Head to support staff development.
- Work with the Head of admissions to facilitate an inclusive admissions process.
- Involved in delivery of training to whole school and different school groups, e.g. Support Teachers, Senior Leaders, New Staff, Admin staff.
- Involved in the supporting the career development of individual staff e.g. through NPQSL programmes, NASENCo qualification and coaching qualifications.
- Individual consultations with teaching staff as required.
- Offering regular training presentations and workshops for teachers, parents or young people on a range of issues connected with SEND and other areas of applied psychology i.e., motivation, behaviour management, labelling, differentiation, sleep, the use of praise, language and communication, attachment, memory, bullying, exam anxiety, study skills etc.

#### Direct work with Children

- To support families, children and young people through consultation and where necessary assessment to



facilitate positive outcomes for vulnerable children and young people and those with special educational needs.

- Design, develop and support therapeutic interventions and behaviour management programmes
- Provide staff feedback and dissemination of needs to support and increase a child's progress in verbal and written form.
- Provide consultation and group supervision to staff using a model of reflective supervision and learning
- Identification of, and advice around, dyslexia and other specific learning difficulties if it is felt that a diagnosis is appropriate - i.e. for Disability Student Allowance provision at University Assessment of social/emotional and behavioural difficulties.
- Clarifying children's views and helping to hear their 'voice', particularly where there is reluctance to engage with professionals.
- Providing individual 'therapeutic' work with a child or young person using evidence-based interventions
- Providing support with access arrangements: completing access arrangement reports

#### Parents

- Liaising with parents - both before assessments take place, immediately after (detailed feedback meetings) and then later in the term (for a review meeting if appropriate).
- Contributions to the Parent Partnership Program
- Responsibility for the organisation and development of parenting courses, and exploration of other mechanisms of engaging our parental community.

#### Other

- Attending department meetings, staff meetings, working with admissions, offering extra-curricular activities (doing duties, activities accordingly/, keeping abreast of relevant research, CPD and issues. )

### Requirements

#### Qualifications and Experience

- Post-graduate professional qualification appropriate for practice as an Educational Psychologist
- Registered with the HCPC or will be eligible for registration on completion of the professional qualification.
- Specialist knowledge or experience in autism and neurodevelopmental difficulties, attachment and trauma, dyslexia and other specific learning difficulties, or severe learning difficulties
- A track record as an agent of change, working as a facilitator with students, parents and adults in a school community.

#### Skills and knowledge

- Academic training in Family Systems Psychology or Systemic Psychology, CBT/REBT, Brief Therapy, Solution Focused Therapy, Adlerian Psychology, Humanistic Psychology, Choice (Reality) Therapy or a cognate programme (i.e., Social/Community Psychology).
- Excellent communication skills.
- The ability to handle critical situations and work effectively with others in difficult circumstances.
- Able to always maintain the strictest confidentiality and integrity.
- Highly organised and efficient and able to work to tight deadlines, often under pressure.
- Excellent communication skills, both oral and written, for a range of purposes and audiences.
- Ability to work independently and to organise time, workload efficiently, meeting deadlines where required.
- Ability to work as part of a diverse team.



- Ability to deliver training programmes to a range of audiences, professionals, parents and carers.
- Able to promote the safeguarding and welfare of children and young people across the Company
- Applies psychology in proactive, professional, flexible and enthusiastic ways
- An open-minded and sensitive approach when dealing with children and young people
- A healthy curiosity and research-minded approach to work
- Empowers professionals' families and children / young people to identify their goals and find solutions that are right for them.
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#### **Personal Attributes**

- Ability to inspire confidence and trust in others
- Ability to influence others' practice positively
- Promoting the ethos and values of the Company to all stakeholders
- Commitment to maintaining confidentiality
- Commitment to safeguarding and equality
- Pro-active, enthusiastic, resilient, and positive with an open mind to change

Education is an ever-changing service and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.

*Harrow is committed to the safety and protection of children.*

*All employees are expected to comply with our School Child Protection and Safeguarding Policy.*