



**LONDON BOROUGH OF MERTON**

**Children, Schools and Families DEPARTMENT**

**JOB DESCRIPTION**

**POST TITLE: Manager EPS / Principal Educational Psychologist**

**Grade: Soulbury EP B 6-9 – eligible for SPA points in addition**

**DIVISION/SECTION: SEN & Inclusion Service**

**Location: 1st Floor, Civic Centre**

**Responsible to: SIS Manager**

**Responsible for: Educational Psychologists X 6, Data/Finance &  
Resources Assistant & TASC**

**Post number:**

**Date: 15<sup>th</sup> January 08**

## **1. MAIN PURPOSE**

- To strategically lead the Educational Psychology Service the EPS to ensure that the Council achieves its strategic aims for pupils with assessed special educational needs within the legislative framework.
- To take responsibility for the development of service provision for children and young people with autistic spectrum disorder, within the SEN & Inclusion Strategy.
- To take a lead role in the development of policy, procedure and robust performance data systems in relation the EPS & the functions of the team.
- To work as part of the SEN & Inclusion Service Senior Management Team to contribute to the raising of attainment for all Children & Young People in Merton Schools and settings through inclusive education.

## **2. MAIN DUTIES AND RESPONSIBILITIES**

1. To undertake individual casework in schools and early year's settings, as required, with children within the framework of the SEN Code of Practice. This will include psychological assessment of children in order to provide advice and support to teachers and parents.
2. To ensure psychological advice is provided for all statutory assessments of children's special educational needs undertaken by the service. All advice produced to high professional standards and within local and national timescales.
3. To support the SIS Manager in leadership of the EPS & SEN Statutory Processes by providing expert advice and guidance on all statutory SEN issues.
4. To liaise with relevant Children's Schools & Families Teams and statutory/voluntary sector partners to enable the SEN vision for Merton to be realised.
5. To provide professional support and supervision to the Early Years Inclusion Workers, as agreed.
6. To provide advice, support & guidance to parents about the needs of their children, facilities & resources available to them and their entitlements during the course of consultation and casework.
7. To plan and deliver INSET at a school & early years setting, Council and community level, as appropriate.
8. To work in partnership with the School Standards and Quality Teams to contribute to the professional development needs of staff in Children Schools & Families in respect of learning difficulties, pupils with SEN and the contribution of the EPS to the wider work of Children, Schools & Families.
9. To contribute to the development of inclusive educational practice in Merton.
10. To ensure professional advice is provided for statutory assessments, as appropriate, to high professional standards and within local and national timescales.
11. To provide clear advice to families and schools concerning the complex learning needs of some students.
12. To lead to provide professional supervision to the Educational Psychology Service overseeing casework and assuming more complex cases as required.
13. To be responsible for the effective setting, monitoring and management of budgets within the EPS, as appropriate.
14. To work as part of the SEN & Inclusion Senior Management Team supporting the Service Manager on delivering a range of key priorities.

## GENERAL

1. To strategically lead on specific service development priorities in line with the SEN & Inclusion Strategy.
2. To ensure all services are delivered within the parameters and desired outcomes for the Council's Comprehensive Area Review (new JAR/APA).
3. To produce a range of reports for the service manager, DCSF, cabinet members and wider partnerships/forums as required.
4. Lead, support and inspire staff to reflect on and develop their own understanding, knowledge and skills to ensure effective leadership at all levels, strong succession planning and a workforce committed to raising attainment for pupils in Merton schools through inclusive education.
5. To line manage staff including overseeing recruitment, induction support and supervision and appraisal.
6. To manage budgets and monitor in line with LB Merton finance policies and procedures.
7. To explore opportunities for generating funding via links with other initiatives across the Council or partnerships to support the development of SEN & Inclusion services across the borough.
8. To ensure that appropriate and timely financial information is given to the SIS Manager and Finance Lead Officer, as required.
9. To undertake all duties and interactions with employees, partner providers and customers fairly, without unlawful discrimination and with due regard to the Council's Diversity and Equality in Employment and Service Delivery policies.
10. To carry out duties and responsibilities in accordance with the Council's Core Values, Equal Opportunities Policy, Health and Safety Policy and all other borough and departmental policies and procedures, in particular the non-smoking policy and confidentiality in line with the Data Protection Act.
11. To maintain a working environment in which diversity is respected and responded to and equality of opportunity is promoted.
12. To ensure complaints are responded to in accordance with the Customer Complaints Procedure.
13. To use computers and other ICT in the normal performance of the duties of the post. To ensure that robust information relating to the relevant performance indicators and any other relevant targets is

reported in accordance with the council's Data Quality Strategy and to work proactively to improve data quality where issues around timeliness or robustness of data have been identified.

14. To be a full member of the team and work in collaboration with all other agencies to ensure co-ordination of services and best use of resources.
15. To brief line manager on all matters which are likely to be subject to publicity whether positive or negative.
16. To contribute to the development of effective teamwork establishing good communication systems, including team training and regular team meetings.
17. To keep up to date with new developments in appropriate fields, attend training and supervision sessions and contribute to workshops, seminars and conferences.
18. To work flexibly and to undertake any other duties commensurate with the post as required by the Service Manager.

#### **FUNCTIONAL LINKS**

- Children's Centres, Schools & Settings
- Operational Staff
- Parents/Carers
- CSF Teams
- Voluntary Sector
- Statutory Agencies

#### ***OTHER RELEVANT MATTERS***

The Officer appointed might be required to work during some evenings and weekends for which time off in lieu will be negotiated.

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**PERSON SPECIFICATION**

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**Date:** 15<sup>th</sup> January 08

**Experience / Qualifications / Skills / Knowledge:**

1. An honours degree in psychology (or British Psychological Society recognised equivalent qualification).
2. Qualified teacher status.
3. Post graduate qualifying experience confirming eligibility for recognition as an Education Psychologist by the BPS.
4. Proven experience as a main range educational psychologist.
5. Excellent understanding of the needs of children with Autistic Spectrum Disorder, their families and those who work with them.
6. In depth knowledge of learning difficulties, SEN and the principles & techniques of educational psychology.
7. Ability to undertake educational psychology casework.
8. Ability to contribute to the professional development needs of the other officers in the service in respect of learning difficulties and pupils with SEN.
9. Understanding of and commitment to Equal Opportunities policies, social inclusion and anti-discriminatory practice.
10. Excellent communication and interpersonal skills, good negotiation, persuasion and organisational skills.

11. Good time management skills.

12. Ability to work under pressure and meet tight deadlines.

13. Ability to deal with difficult and challenging situations with tact and sensitivity.

**15<sup>th</sup> January 08**