

## Job Description

**Job Role:** Virtual School  
Educational Psychologist

**Service:** Virtual School

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	Soulbury Scale for EPs
Location:	Plough Lane Offices, Hereford
Responsible to:	Virtual School Senior Educational Psychologist

### Main purpose of the role

- The post holder will work entirely within Herefordshire's Virtual School.
- The post holder will support the Virtual School Team in their work to promote the education and wellbeing of all vulnerable children within the Virtual School remit.
- The post holder will have responsibility for coordinating and delivering training, offering consultation to schools, hosting multi-agency meetings around individual children and working with individual children as required.

Through the application of psychology, knowledge and research the post holder will:

- Support the psychological wellbeing, attainment and educational needs of Children Looked After (CLA) by Herefordshire Local Authority.
- Facilitate and support effective interagency work and positive outcomes for Herefordshire Children Looked After (CLA), Children Previously Looked After (CPLA) and children known to Social Care.

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>• Adhering to service and Local Authority policies, the post holder will provide advice to improve outcomes for children and young people with multiple adverse childhood experiences (ACEs), many of whom have SEND. The post holder will work with children and professionals in and outside Herefordshire.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> </ul>
<ul style="list-style-type: none"> <li>• To provide consultation, intervention and advice to local authority, education and social care staff (including foster carers) about CLA and CPLA presenting with complex needs, focusing on: <ul style="list-style-type: none"> <li>• emotional wellbeing and resilience</li> <li>• attendance</li> <li>• attainment in school, including identification and support for SEND issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>To provide advice and information for both statutory and non-statutory requests for looked after children.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To plan, develop and support training and to provide supervision, as needed, for the adults working with and caring for CLA and CPLA within educational settings and other systems.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To evaluate outcomes and contribute to research supporting the psychological wellbeing and educational needs of CLA and CPLA.</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<ul style="list-style-type: none"> <li>To attend and/or monitor initial PEP meetings on entry to care to identify any unmet needs and to offer ongoing support if needed.</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<ul style="list-style-type: none"> <li>To work with parents, carers, families, a diverse range of settings and other local community groups to ensure vulnerable young people's life experiences are optimised with a clear focus on outcomes for them and for their families.</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To assist in research activities, including the collection, analysis and maintenance of data, and in the production of information for officers of the authority, schools, parents/carers etc. in schools, early years settings, alternative provision schools and other settings.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To maintain accurate and detailed records of work undertaken, in accordance with Service and Local Authority policies, and provide written reports where required.</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To provide robust, reflective, informed and high-quality psychological advice to multi-agency professionals working with the local authority and to other members of the Virtual School team.</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To attend Virtual School team meetings and contribute to wider team working.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To work at all times within the guidelines provided by professional Codes of Conduct of the Association of Educational Psychologists, the British Psychological Society and Health &amp; Care Professionals Council.</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To use own vehicle to travel across the county and occasionally out of county to meet the needs of the role.</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To undertake any or all of the duties as are considered appropriate to their capability, under such level of supervision as may be deemed necessary by the Virtual School Senior Educational Psychologist and the Virtual School Head</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>



## Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<b>Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>Degree in Psychology at 2:2 or above.</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Professional Doctorate qualification in Educational Psychology or professional Masters qualification in Educational Psychology alongside Qualified Teacher Status</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Registered with the Health and Care Professionals Council as an Educational Psychologist with evidence of up-to-date professional development in order to maintain registration with the HCPC.</li> </ul>	Essential	A
<b>Experience &amp; Knowledge</b>		
<ul style="list-style-type: none"> <li>Substantial experience of working as an EP within a local authority context.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>A high standard of skills and knowledge in relation to Educational Psychology and evidence of delivering psychological work to successfully support academic achievement and emotional wellbeing.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience of working with Looked After Children.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>A sound knowledge of current developments in psychology, child development and education, particularly in relation to trauma and attachment theory.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Knowledge and experience of delivering outcomes-led and</li> </ul>	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
person-centred services.		
<ul style="list-style-type: none"> <li>Knowledge of guidance on improving educational outcomes for children with adverse childhood experiences.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Knowledge and experience of delivering psychological consultation and leading multi-agency meetings.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>In-depth understanding of the national SEND framework, alternative provision, and national and local developments in relation to vulnerable children and young people.</li> </ul>	Essential	I
<ul style="list-style-type: none"> <li>Experience of working within multi-agency contexts.</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Experience of working with a Virtual School.</li> </ul>	Desirable	A
<ul style="list-style-type: none"> <li>Experience of delivering applied research projects.</li> </ul>	Desirable	A
<b>Skills and Abilities</b>		
<ul style="list-style-type: none"> <li>Ability to communicate complex information effectively and sensitively, both verbally and in writing, to a range of audiences.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to develop successful and effective relationships with a range of stakeholders and partners.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to support and motivate others in order to deliver outcomes and be able to work as part of a team.</li> </ul>	Essential	I
<ul style="list-style-type: none"> <li>Ability to maintain high standards of confidentiality.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to build relationships with vulnerable children and young people, and with the adults supporting them.</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Ability to plan, prioritise and work to deadlines.</li> </ul>	Essential	I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> <li>Positive, committed, self-motivated and confident approach to working with high levels of adaptability.</li> </ul>	Essential	I
<ul style="list-style-type: none"> <li>Capacity for self-evaluation and reflection.</li> </ul>	Essential	I
<ul style="list-style-type: none"> <li>To work on own initiative where required and as part of a multi-agency team.</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>To have excellent record-keeping skills and be competent with software applications including Word and Excel.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Be able to maintain accurate and professional written notes and reports.</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Excellent analysis and decision-making skills, including the ability to synthesise and prioritise potentially conflicting demands.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to gather and handle information relating to social research.</li> </ul>	Essential	I
<ul style="list-style-type: none"> <li>Commitment to uphold the THRIVE values of Herefordshire County Council.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Full driving license, access to own vehicle and a commitment to travel out of county as necessary.</li> </ul>	Essential	A, I



All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council's THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. They help us to achieve our Council Plan vision "do our best for Herefordshire" acting as our DNA and the "way that we do things around here". We expect all colleagues to act as a role model by living our values and setting an example for others. Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust** - Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty** - Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility** - Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity** - Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value** - Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy** - Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.

