

Job description

Title: Assistant Educational Psychologist

Post no: PREF103780

Department: Children, Families and Education

Division: Education Service

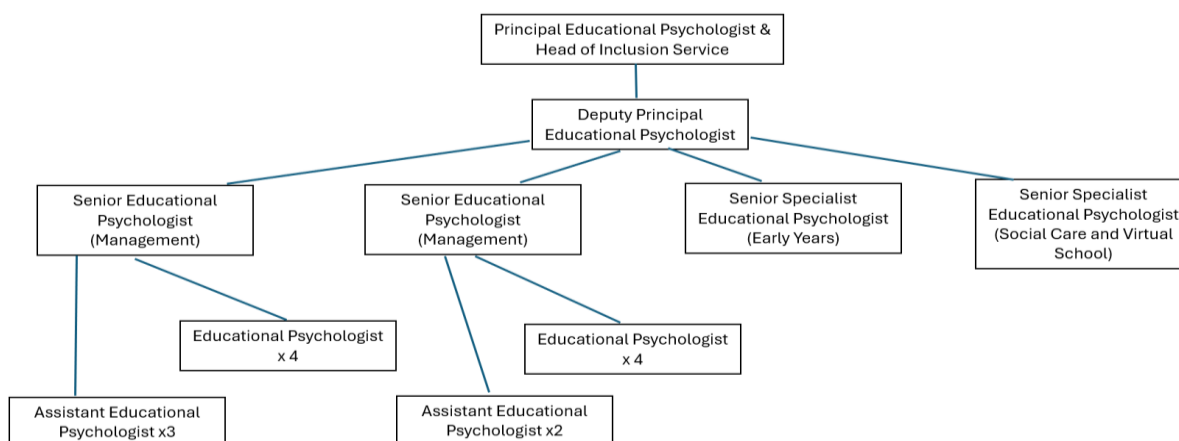
Responsible to: Senior Educational Psychologist

Grade: Soulbury Assistant Educational Psychologist 2-5

Purpose of the Post:

1. Assist the Child and Educational Psychology Service (EPS) in the delivery of core services and early intervention work in schools, early years and other settings. This includes the use of a range of assessments and intervention activities in schools and the community, under supervision, as well as delivery and evaluation of project work focused on inclusion.
2. Increase the visibility and availability of psychological support from the EPS, for example as part of the experts at hand model, to improve outcomes for children and young people in Luton.
3. To support the multi-disciplinary work of the Inclusion Service to promote the social, emotional and educational development of children and young people.
4. This post provides an opportunity to gain a range of experience, skills and knowledge of the role of Educational Psychologists (EPs), which can support applications for post-graduate doctoral training programmes in Educational Psychology.

Organisation chart



Principal responsibilities

1. To assist with casework and intervention under the direction and supervision of a qualified EP, this includes carrying out observation, standardised assessments and gathering pupil views to clarify learning, social and emotional needs.
2. To assist EPs in the preparation, delivery, implementation and evaluation of training and professional development for school staff and other professional groups.
3. To assist EPs with project and service development work, including planning, delivering and evaluating defined projects, programmes and initiatives (E.g., ELSA, SEND reforms).
4. To assist EPs in implementing programmes of intervention and specified psychological interventions with individual children or groups of children for the purposes of training and supporting school staff, under the supervision of a qualified EP (with training provided, where required).
5. To assist EPs in the design, collection and analysis of outcome measures following professional activity (e.g. gathering pupil, school and parent views on impact of involvement and service user experience).
6. To assist in service research activities including the collection, analysis and maintenance of data and the production of information for the EPS and officers of the local authority.
7. To carry out service, team and EP support tasks as identified by the Senior Leadership Team.
8. Keep clear and accurate electronic or paper records of work undertaken in accordance with EPS and local authority policies and to provide written reports when required.

9. Undertake general administration tasks to support EPS administration processes.
10. Support equality and diversity regardless of gender, age, disability, sexual orientation, religion or ethnic origin.
11. Develop and extend knowledge about Educational Psychology, with regard to relevant legislation and guidance regarding education for children and young people who have SEN, supported by regular supervision and practical opportunities for professional development.

Dimensions

Supervisory management: Click or tap here to enter text.

Financial resources: Click or tap here to enter text.

Physical resources: Not applicable

Other: Click or tap here to enter text.

Context

Ensure that policies, procedures and activities are revised and/or implemented in a way that makes sure of equality for all in the way the service is delivered and also reflects the council's commitment to work in active partnership with the community to regenerate Luton and improve the quality of life for all its citizens.

Additional information

Physical effort: Not applicable

Working environment: Not applicable

Person specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

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Attributes	Essential	How Measured	Desirable	How Measured
Experience	A minimum of 2 years paid or voluntary experience working directly with teachers/ educational/health professionals, individual and or groups of children and young people (CYP) with additional developmental needs, neurodiversity and/or those with Social, Emotional and Mental Health (SEMH) needs Experience that demonstrates a desire to apply psychology working with children and young people within 0-25 age range, with Special Educational Needs (SEN) and Disabilities.	1,2 1,2,5		
Skills/Abilities	Excellent communication and inter-personal skills. Effective time and workload management skills – able to prioritise competing demands. A commitment to multi-disciplinary teamwork and collaboration with other agencies. Resilience to absorb and cope with reasonable demand pressures. Competent user of Information, Communication and Technology (ICT: hardware and software) i.e use of internet and email, Microsoft office packages including word, excel and PowerPoint. Able to write clear reports	1,2 1,2 1,2 1,2 1,2 1,2		

	Demonstrable ability to work within a team, taking into account the needs and perspectives of others	1,2		
	Demonstrable ability to solve problems creatively	1,2		
Equality Issues	Able to recognise and act appropriately in cases of potential discrimination in the work environment and service delivery	1,2		
Specialist Knowledge	Knowledge of national developments including Special Educational Need and Disability legislation and its implications.	1,2,5		
	Knowledge and experience of evidence-based approaches to early intervention for children and young people with a broad range of needs.	1,2,5		
Education and Training	Undergraduate degree in Psychology equivalent to a 2:1 Bachelor's degree or a lower second-class Bachelor's degree (2:2) with a further academic qualification at Master's level, or a relevant conversion course that provides graduate basis for registration (GBR) with the British Psychological Society (BPS). This status must be completed by the time of your application.	1,4	A Master's degree qualification in Education/Inclusion/ Special Educational Needs desired but not essential	1,4
	Full driving licence and access to a vehicle.	1,4		
	Evidence of continuing professional development	1,2		
Other Requirements	Able to travel across the borough	1,2		

1 = Application form

2 = Interview

3 = Test

4 = Proof of qualification

5 = Practical exercise

JD Review JR – June 2026 changes minimal

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job-holder will ensure that **Luton Council's** policies are reflected in all aspects of his/her work, in particular those relating to:

- Equal opportunities
- Health and Safety
- Data Protection Act (2018) and General Data Protection Regulation (2018)
- GCSx Acceptable Usage Policy (where applicable)