

ROCHDALE BOROUGH COUNCIL

JOB DESCRIPTION

Assistant Child and Educational Psychologist

Service:	EARLY HELP & SCHOOLS
Section:	CHILD AND EDUCATIONAL PSYCHOLOGY SERVICE (CEPS)
Location:	NUMBER ONE RIVERSIDE, SMITH STREET, ROCHDALE, OL16 1XU
Job Title:	Assistant Child and Educational Psychologist
Grade:	Soulbury Assistant Educational Psychologist scale, points 2-5
Accountable to:	Principal Educational Psychologist
Accountable for:	N/A
Hours of Duty:	37 hours per week in accordance with the Service's Work Life Balance Scheme

Any Special Conditions of Service

Willingness and ability to travel around the borough as part of the role.

Appointment to this post is subject to a satisfactory enhanced Disclosure and Barring Service check.

The Authority operates a smoke-free policy for all its employees. This applies to any building and associated grounds within the immediate vicinity of the building that is wholly owned, leased, operated or occupied by Rochdale Borough Council.

Organisational Structure



This service is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

PURPOSE AND OBJECTIVES OF THE JOB

To contribute to the promotional, preventative, assessment, advisory, intervention, research and training functions of the Child and Educational Psychology Service, under the direction and supervision of a qualified Child and Educational Psychologist.

As a member of the Rochdale Child and Educational Psychology Service, to provide an efficient, accountable, responsive and courteous service in respect of:

- Supporting the provision of an educational psychology service for children and young people aged 0 to 25 years.
- Assisting qualified Child and Educational Psychologists in work intended to promote children and young people's learning, development, emotional wellbeing, participation, belonging and inclusion.
- Contributing to a consultation-based service grounded in social constructionist principles and an understanding of the importance of relationships, systems and context in shaping outcomes for children and young people.
- Supporting the Child and Educational Psychology Service in contributing to the key functions and priorities of the Council, particularly in relation to special educational needs and disabilities, inclusion, early intervention and improved outcomes for children and young people.
- Supporting the development, delivery and evaluation of intervention programmes, training, research, project work and service development activities as negotiated by the Service.
- Developing relevant experience of applied psychology within educational and community contexts through supervised practice, professional development and reflective supervision.

The postholder will not undertake the autonomous or statutory functions of a qualified and registered Child and Educational Psychologist. All work with children, young people, families, educational settings and other professionals will be agreed with, and undertaken under the supervision of, a qualified Child and Educational Psychologist.

CONTROL OF RESOURCES

Personnel

None.

Financial

None.

Equipment/Materials

Responsible for the appropriate use, care and safe-keeping of equipment and resources used in the course of their duties.

Responsible for maintaining the security and confidentiality of records, information and assessment materials in accordance with Service and Council procedures.

Health, Safety and Welfare

- To comply with Local Authority policies and procedures in respect of health, safety and welfare.
- To take reasonable care of their own health and safety and that of other people who may be affected by their actions or omissions at work.
- To report any health and safety concerns in accordance with Council procedures.

Equality and Diversity

- To work in accordance with the Authority's policies relating to the promotion of equality, diversity and inclusion.
- To contribute to anti-discriminatory, culturally responsive and inclusive practice in all aspects of the role.
- To recognise and value the diversity of children, young people, families, communities and professionals across the borough.

Safeguarding

- To safeguard and promote the welfare of children, young people and vulnerable adults.
- To comply with Rochdale Borough Council's safeguarding policies, procedures and professional expectations.
- To recognise and report safeguarding concerns through the appropriate procedures.

Information Governance

- To maintain confidentiality and comply with all relevant Council and Service requirements relating to data protection, information governance, record keeping and the secure handling of information.
- To ensure that information is recorded accurately, stored securely and shared only where there is a lawful and professional basis for doing so.

Training and Development

The postholder will be responsible for assisting in the identification and undertaking of their own training and development requirements in accordance with the Service's employee development arrangements.

- Participate fully in regular supervision with a qualified Child and Educational Psychologist.
- Use supervision to plan work, review practice, consider ethical and professional issues and identify learning needs.
- Participate in relevant induction, training and continuing professional development activities.
- Maintain an appropriate record of professional learning and development.
- Develop knowledge and experience relevant to applied psychology, educational psychology and work with children, young people, families and educational settings.

RELATIONSHIPS: INTERNAL AND EXTERNAL

Internal

- Staff of educational establishments, early years settings and other organisations within the borough.
- Members of the Child and Educational Psychology Service.
- Staff within Early Help and Schools and other parts of Children's Services.
- Staff from other Council departments and services involved in supporting children, young people and families.
- Elected Members and other representatives of Rochdale Borough Council, where appropriate to the role.

External

- Children, young people and their parents or carers.
- Staff from health, social care, education, voluntary, community and public service organisations.
- Staff of other Local Authorities and educational settings outside the borough.
- Universities, training providers, research organisations and professional bodies.
- Other agencies and services involved in promoting the education, development, wellbeing and welfare of children and young people.

RESPONSIBILITIES

The postholder must:

1. Perform their duties in accordance with Rochdale Borough Council's Equality and Diversity Policy.
2. Ensure that Rochdale Borough Council's commitment to public service orientation and care of its customers is maintained.
3. Undertake all work within the boundaries of the Assistant Child and Educational Psychologist role.
4. Work under the direction and supervision of a qualified Child and Educational Psychologist.
5. Seek advice from their supervising Child and Educational Psychologist when a matter falls outside their competence, experience or agreed responsibilities.
6. Maintain appropriate professional boundaries and standards of conduct.
7. Ensure that the views, experiences, strengths and needs of children and young people are actively considered within their work.
8. Work collaboratively and respectfully with children, young people, families, educational settings, colleagues and partner agencies.
9. Maintain accurate and timely records in accordance with Service and Council requirements.
10. Contribute to the monitoring, evaluation and continuous improvement of the Child and Educational Psychology Service.

VALUES AND BEHAVIOURS

Embedding the following Rochdale values into all the work we do:

- Pioneering and Open in our approach
- Proud of the difference we make
- Passionate about the diversity of the borough

The postholder will demonstrate these values by:

11. Being open to learning, reflection, feedback and different perspectives.
12. Using psychological knowledge creatively and responsibly within the boundaries of the role.
13. Treating children, young people, families, colleagues and partner professionals with dignity, respect and courtesy.
14. Recognising and building upon the strengths, resources and knowledge held by children, young people, families, educational settings and communities.
15. Contributing positively to the development of the Child and Educational Psychology Service.
16. Promoting inclusion, participation, belonging and equitable access to support.

PRINCIPAL DUTIES

To carry out the range of duties appropriate to an Assistant Child and Educational Psychologist within the Service, under the direction and supervision of a qualified Child and Educational Psychologist.

Supporting psychological work

- To assist qualified Child and Educational Psychologists in gathering information about the learning, development, wellbeing, participation and educational experiences of children and young people aged 0 to 25 years.
- To undertake agreed observations of children and young people in educational or other appropriate settings.
- To support the collection of the views, wishes and experiences of children and young people through developmentally appropriate and person-centred methods.
- To gather relevant information from parents, carers, educational staff and other professionals as agreed with the supervising Child and Educational Psychologist.
- To organise, summarise and present information to support psychological consultation, assessment, intervention and review.
- To contribute to the development of hypotheses and psychological understandings through discussion and reflective supervision, without assuming responsibility for independent psychological formulation, diagnosis or professional decision-making.
- To recognise the limitations of individual assessment information and consider children and young people within their relational, educational, cultural and wider systemic contexts.

This post will involve work in the following areas under supervision of a qualified Child and Educational Psychologist:

- Work with children and young people
- Consultation and work with educational settings
- Work with parents and carers
- Interventions and programmes
- Training and resource development
- Multi-agency working
- Written work and record keeping
- Professional supervision and accountability
- Other areas within service requirements

SECONDARY DUTIES

Regular

17. To develop and foster effective working links at appropriate levels with members of other teams and services within Children's Services and with external agencies involved in the education, wellbeing, welfare and development of children and young people.

18. To contribute to the preparation, delivery and evaluation of in-service training for educational settings, Local Authority staff, parents, carers and partner professionals.
19. To participate in action-orientated research, Service development, evaluation and programmes of professional development intended to meet Local Authority, Service and individual learning needs.
20. To contribute to the development and maintenance of resources, guidance and materials used by the Child and Educational Psychology Service.
21. To support the organisation and delivery of core, commissioned and traded Service activities, as appropriate to the scope of the post.
22. To participate in agreed professional networks, project groups or working groups relevant to the role.

Occasional

23. To undertake such other duties as may be determined from time to time within the general scope and grade of the post.
24. To contribute to specific projects or time-limited initiatives agreed by the Principal Educational Psychologist.
25. To represent the Child and Educational Psychology Service at appropriate events or meetings, with the agreement of the supervising Child and Educational Psychologist.

Professional Guidance

Assistant Child and Educational Psychologists are expected to work in accordance with:

- Rochdale Borough Council policies and procedures;
- Child and Educational Psychology Service procedures and supervisory arrangements;
- Relevant safeguarding, equality, information governance and data protection requirements;
- Guidance relating to the employment and supervision of Assistant Educational Psychologists; and
- Ethical principles relevant to psychological work.

The postholder must not use a protected professional title or represent themselves as a qualified or registered Child and Educational Psychologist or practitioner psychologist.

Job Description prepared by:	Dr Heidi McDermott, Principal Educational Psychologist
Date:	26.08.26

ROCHDALE BOROUGH COUNCIL

PERSON SPECIFICATION

Assistant Child and Educational Psychologist

Service:	Early Help & Schools
Post:	Assistant Child and Educational Psychologist
Section:	Child and Educational Psychology Service
Post no:	[To be completed]
Job ref:	[To be completed]
Grade:	[Grade to be confirmed through Rochdale Borough Council job evaluation]

Note to Applicants

The Essential Criteria are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The How Identified column shows how the Council will obtain the necessary information about you.

If the How Identified column says Application Form next to an Essential Criterion, you **MUST** include enough information in your application to show how you meet this criterion. You should include examples from your paid employment, voluntary work, education, training or other relevant experience.

The Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects staff to share this commitment.

How identified: AF = Application Form | I = Interview | A = Assessment | C = Documentary Check

FILTER QUESTIONS AND ESSENTIAL CRITERIA

No.	Criterion and evidence required	Status	How identified
(a) Qualifications and Experience			
1	Psychology qualification Do you have an Honours Degree in Psychology, or a British Psychological Society recognised equivalent, which provides eligibility for Graduate Basis for Chartered Membership of the British Psychological Society?	Essential	AF and C
3	Experience with children and young people Please describe your relevant experience of working with children and/or young people. Your answer should demonstrate experience of developing positive relationships and responding appropriately to children and young people's differing strengths, needs and circumstances.	Essential	AF and I
4	Experience in relevant settings Please describe your experience of working in education, early years, health, social care, early help, youth or community services, voluntary organisations, or another setting supporting children, young people or families.	Essential	AF and I
5	Application of psychology Please give an example of how you have applied psychological knowledge or theory to understand or support a child, young person, group, organisation or service.	Essential	AF and I
6	Research or evaluation experience Please describe your experience of undertaking research, evaluation, audit or systematic information gathering. This may have been gained through study, employment or voluntary work.	Essential	AF and I
(b) Knowledge and Understanding			

No.	Criterion and evidence required	Status	How identified
7	Child and adolescent development Please demonstrate your knowledge of child and adolescent development and factors that may influence learning, relationships, participation, emotional wellbeing and development.	Essential	AF and I
8	Context and social constructionist psychology Please demonstrate your understanding of the importance of relationships, language, systems, culture and context in shaping experiences and outcomes for children and young people.	Essential	AF and I
9	Special educational needs and disabilities Please demonstrate your understanding of special educational needs and disabilities and the importance of inclusive practice.	Essential	AF and I
10	Safeguarding Please demonstrate your understanding of safeguarding responsibilities when working with children, young people and vulnerable adults.	Essential	AF and I
11	Equality, diversity and inclusion Please demonstrate your understanding of equality, diversity and inclusion and explain how this informs your work with children, young people, families and professionals.	Essential	AF and I
(c) Skills and Abilities			
12	Communication skills Please demonstrate your ability to communicate clearly and sensitively, both orally and in writing, with children, young people, parents, carers and professionals.	Essential	AF, I and A
13	Interpersonal skills Please describe your interpersonal skills and your ability to develop effective, respectful working relationships with children, young people, families, colleagues and professionals.	Essential	AF and I
14	Teamwork Please describe your ability to work collaboratively as part of a team and alongside professionals from different disciplines.	Essential	AF and I
15	Organisation and workload management Please describe how you organise and prioritise your workload, meet agreed timescales and respond when priorities change.	Essential	AF and I
16	Travel Are you willing and able to travel to undertake your duties, for which appropriate expenses will be paid?	Essential	AF and I
(e) Values and Behaviours			
17	Rochdale values Our Rochdale values are to be Pioneering and Open in our approach, Proud of the difference we make, and Passionate about the diversity of the borough. Please give examples of how your practice reflects these values and behaviours.	Essential	AF and I
(f) Armed Forces			
18	Armed Forces Scheme If applying as part of the Armed Forces Scheme, please confirm whether your last long-term employer was the Armed Forces.	Scheme criterion	AF and I
19	Employment following Armed Forces service If applying as part of the Armed Forces Scheme, please confirm whether you have been looking for a job for 6 to 24 months since leaving the Armed Forces.	Scheme criterion	AF and I