

Job Description and Person Specification

Assistant Educational Psychologist

Job Details	
Grade	Soulbury Assistant Educational Psychologist scale / appropriate local authority grade, subject to job evaluation
Service	SEND Support Service
Location	Cannon Park Annexe
Job Evaluation Code	

Coventry City Council Values
We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation: Open and fair: We are open, fair and transparent. Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be. Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing. Create and innovate: We embrace new ways of working to continuously improve the services we offer. Own and be accountable: We work together to make the right decisions and deliver the best services for our residents. Value and respect: We put diversity and inclusion at the heart of all we do.

Job Purpose

The Assistant Educational Psychologist will support Educational Psychologists to improve outcomes for children and young people with SEND.

They will apply psychological knowledge, research skills and evidence-informed approaches through supervised casework, project work, intervention, consultation support and evaluation.

The role offers a valuable opportunity to strengthen inclusive practice, contribute to Experts@Hand and support every child achieving and thriving.

Key Responsibilities and Accountabilities

1. Working under the supervision of qualified Educational Psychologists to support defined casework, project work and service priorities across the SEND Support Service.
2. Gathering and collating information to support psychological assessment and intervention. This may include observations; gathering pupil views, parent/carers views and setting information; questionnaires; and records.
3. Supporting the planning, delivery and evaluation of evidence-informed interventions for individuals, groups, classes or settings, as agreed with the supervising Educational Psychologist.
4. Contributing to consultation and problem-solving with school staff, families and multi-agency partners. Working within role boundaries and under appropriate supervision.
5. Supporting training, workshops and professional development materials for schools, settings and colleagues. Topics may include inclusion, adaptive teaching, wellbeing, learning, communication and behaviour.
6. Contributing to Experts@Hand activity by helping schools and settings access timely, practical and psychologically informed support, advice and resources.
7. Undertaking research, audit, data analysis and evaluation activity to support service improvement, quality assurance and evidence-informed practice.
8. Preparing clear, accurate and appropriately supervised written records, summaries and reports in line with service standards and ethical guidance.
9. Promoting the participation and voice of children and young people. Supporting person-centred, strengths-based, anti-discriminatory and inclusive approaches.
10. Maintaining professional boundaries, seeking supervision when required, and working in accordance with BPS/DECP ethical principles, AEP guidance and safeguarding duties.
11. Supporting SEND Support Service responses to Every Child Achieving and Thriving priorities. This includes early support, inclusion, access to expertise and collaboration.
12. Undertaking other duties commensurate with the grade and purpose of the role, as directed by the Principal Educational Psychologist or nominated supervisor.

Key Relationships

External:	Children and young people; parents and carers; schools, early years settings and post-16 settings; SENCos; health and social care colleagues; voluntary sector partners.	Internal:	Educational Psychologists; SEND Support Service colleagues; social care; education improvement colleagues; early help; attendance, inclusion and business support teams.
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Standard Information
Post holders will be accountable for • carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines. • attending any training and undertake any development activities that are identified as mandatory/beneficial to their role. • any other duties and responsibilities within the range of the salary grade.

Responsible for
No line management responsibility. Responsible for managing allocated tasks, maintaining accurate records, safeguarding information, contributing to project delivery and seeking supervision appropriately.

Person Specification	
Requirements	
Knowledge	Essential: Demonstrating knowledge of psychological theory and research relevant to child development, learning, communication, social-emotional development, inclusion and behaviour.
Knowledge	Essential: Demonstrating awareness of the SEND Code of Practice (2015), safeguarding, equal opportunities, data protection and educational psychology in local authority SEND systems.

Knowledge	Desirable: Demonstrating awareness of current SEND reform, including Every Child Achieving and Thriving, Experts@Hand, inclusive mainstream practice, Individual Support Plans and early intervention.
Skills And Ability	Essential: Building effective, respectful relationships with children, young people, families, schools and professionals. Demonstrating warmth, curiosity, integrity and cultural sensitivity.
Skills And Ability	Essential: Communicating clearly in writing and verbally. Producing clear records, summaries and materials for a range of audiences.
Skills And Ability	Essential: Collecting, organising and analysing information accurately. Using research and evaluation methods, working within boundaries and seeking supervision appropriately.
Experience	Essential: Working with children and young people in education, early years, community, health, care, youth, voluntary sector or related settings.
Experience	Essential: Applying psychological knowledge, evidence-informed approaches or structured interventions to support children, young people or adults who support them.
Experience	Desirable: Working in or with schools/settings, supporting SEND, contributing to research or evaluation, delivering training or supporting group interventions.
Qualification	Essential: Holding an upper second-class honours degree or above in Psychology. Demonstrating eligibility for Graduate Basis for Chartered Membership of the British Psychological Society.
Special Requirements	Travelling across Coventry to schools, settings and service locations as required. Demonstrating commitment to safeguarding, anti-discriminatory practice, confidentiality, supervision, ethics and One Coventry values. Recognising that Assistant Educational Psychologists must not provide statutory psychological advice independently. Recognising that they must not act as a substitute for a qualified Educational Psychologist.

Disclosure and Barring Service (DBS)			
Does the role require a DBS check? Yes.			
And if so, which type?			
Basic Check ☐	Standard Check ☐	Enhanced Check ☐	Enhanced + barred list check ☒

Declaration			
Reviewed/Created By:	Juliet Whitehead		
Job Title:	Acting Principal Educational Psychologist (Joint)	Date:	23.7.26