

Five Acre Wood School Based Clinical Psychologist

Hours: up to 37 hours per week full year, would consider part time and term time only.

Reports to: Multi-disciplinary Lead

Pay grade: KR9

Job Description

Purpose of Job:

To work with the children and young adults to understand the function of behaviour and to promote appropriate behaviours, listen to their concerns about academic, emotional and social problems and help them to process their problems and plan goals and action. Working with adults to support pupils through interventions

Principal Accountabilities:

- Provide mental health and wellness services and programs that foster pro-social skills and appropriate behaviour
- Identify the mental health and behavioural needs of pupils
- Develop, train colleagues, monitor and where necessary, implement treatment plans
- Conduct clinical interviews, assessments, observations, and write clinical reports
- Provide individual, group, and family therapy services
- Review referrals of pupils who need intensive mental health services
- Make recommendations for CYPMHS services
- Provide support in the development of personal support plans
- Maintain and facilitate communication with and between families, school staff, mental health staff, and providers
- Conduct crisis and/or risk assessment and response
- Provide other specialty mental health and wellness services including rehabilitation and case management
- Maintain documentation regarding pupils served and services provided
- Provide training to pupils, parents, and staff in behavioural and social-emotional related preventions, interventions, and curricula
- Collaborate with school team and attending various school-site meetings
- Prepare formal statistical reports, case histories, assessments, and intervention records.
- Work within the multi-disciplinary team to support vulnerable pupils

Effective communication and engagement with students, their families and carers and other professionals.

- Ensure the safety of the child by monitoring and reporting all concerns and any changes to line manager, health professional or parent / guardian as appropriate.
- Know when to refer information to line manager in line with school policies.
- Maintain accurate records where required.
- Listen to concerns; recognise and take account of signs of change in attitudes and behaviour.

Safeguarding and promoting the welfare of the child

- Promote and sustain a suitable environment in which the child feels safe and comfortable.
- Work within the framework of school policies.

- Undergo appropriate training and be passed as competent before carrying out any care intervention.
- Assist with the supervision of groups and individual students as required.
- Maintain personal and professional boundaries at all times.
- Understand your own role and its limitations and the importance of not providing care where you have not been trained or passed as competent to do so.

Child development - Take part in appropriate trips to support the child with school.

- Provide, with appropriate guidance and supervision limits, educational, health, emotional and physical support to students.
- Assist in the implementation of appropriate behaviour management strategies.
- Know how to interact with children in ways that support the development of their ability to think and learn.

Multi-agency working - Know the value and expertise you bring to a team and that brought by your colleagues.

- Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children and their families.

Sharing information - Provide feedback, as requested, to the class teacher or other appropriate person to support the planning and evaluation of the learning process in respect of groups and individual students.

- Be aware of and comply with policies and procedures relating to child protection, confidentiality, health, safety and security.
- Understand the importance of sharing information, how it can help and the dangers of not doing so.
- Attend staff meetings, training days and management team meetings by agreement with the Headteacher.

Administration / other - Prepare and keep clean materials and undertake minor clerical duties.

- Participate in the school's performance management process.
- Participate in training and other learning activities and performance development as required.

Health & safety

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.

Your duties will initially be as set out in the job description, but this could be amended from time to time to reflect changes in or to the job.

Person Specification

REQUIREMENT	ESSENTIAL	DESIRABLE
QUALIFICATIONS/TRAINING	<ul style="list-style-type: none"> • Degree in psychology or equivalent that confers graduate basis for chartered membership (GBC) with the British Psychological Society. • HCPC registration 	
EXPERIENCE		<ul style="list-style-type: none"> • Experience with working within SEN and children services • Working in a multidisciplinary team and coordinate efforts with various professionals.
KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of therapeutic techniques and interventions to support pupils' well-being. 	<ul style="list-style-type: none"> • Developing and delivering staff training programmes
SKILLS/ABILITIES	<ul style="list-style-type: none"> • Good communications skills • Ability to manage large and demanding caseload • Undertake relevant assessments of pupils with mental health concerns • Providing support to staff and families to promote pupils' wellbeing. • Provide a person-centred approach 	<ul style="list-style-type: none"> • Good general IT skills
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Organised • Being discrete, professional, respectful and friendly • Being efficient and dependable, while maintaining flexibility to adapt to rapid change, while remaining calm in unexpected or changing situations • Ability to work successfully as part of a team • Confidentiality • To be committed to the school's policies and ethos • To be committed to continuing professional development • Empathetic • the ability to recognise your own limitations and respond to difficult situations 	
EFFORT/ENVIRONMENT	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes to use authority and maintaining discipline 	

- To assist with ensuring Safeguarding policies and protocols are correctly followed