

## JOB DESCRIPTION & PERSON SPECIFICATION

**Director Area:**  
**Children's Services**

**Job Ref Number: 04413**

**Service Area:**  
**Education - SEND**

**Grade:**  
**Solbury Scale B points 12 - 14**

**Job Title:**  
**Principal Educational Psychologist**

To lead, manage and oversee the commissioned Educational Psychology (EP) service for Lincolnshire County Council, ensuring high-quality, consistent and cost-effective delivery of statutory and traded Educational Psychology provision.

The postholder will hold responsibility for a large, geographically dispersed group of commissioned (locum/agency) Educational Psychologists, ensuring that all commissioned activity meets statutory expectations, professional standards and local quality requirements. This includes end-to-end responsibility for commissioning arrangements, including onboarding, performance management, quality assurance, and offboarding of EPs, working in partnership with SEND agencies.

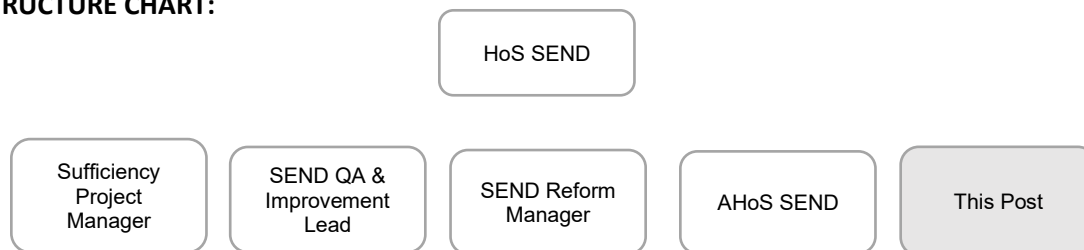
The role is accountable for the strategic direction, performance, and risk management of commissioned EP services, ensuring that psychological advice, assessment and reporting support the council to meet its statutory SEND duties effectively and within required timescales.

In parallel, the postholder will lead the development of a sustainable hybrid Educational Psychology model, establish a small internal EP team and develop a traded service offer. This will support a planned reduction in reliance on agency provision over time, whilst maintaining service quality and workforce resilience.

Working closely with the Head of Service (SEND), the postholder will play a key role in strengthening the SEND quality assurance framework, providing professional leadership, oversight and challenge to ensure consistency, quality and impact of Educational Psychology contributions across the system.

The postholder will also play a key strategic role in supporting the local authority's preparation for and implementation of national SEND reforms. This will include providing professional advice, guidance and leadership on how Educational Psychology services should be developed and delivered in line with emerging national expectations, ensuring the local model remains responsive, sustainable and aligned to future system requirements.

The postholder will work collaboratively with internal teams, external agencies and multi-agency partners to improve outcomes for children and young people aged 0–25 with SEND, promoting co-production and inclusive practice.

**STRUCTURE CHART:****MAIN DUTIES:**

|    |                                                                                                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Lead and oversee the delivery of high-quality Educational Psychology provision across Lincolnshire, ensuring services support improved outcomes for children and young people aged 0–25.                           |
| 2  | Lead the commissioning and management of Educational Psychology services, maintaining effective relationships with commissioned agencies and ensuring clear expectations, accountability and performance standards |
| 3  | Hold responsibility for the onboarding, induction and offboarding of commissioned Educational Psychologists, ensuring understanding of local processes, statutory requirements and quality expectations            |
| 4  | Ensure effective allocation and oversight of Educational Psychology work across the system, maintaining visibility of demand, capacity and delivery                                                                |
| 5  | Monitor and manage the performance of commissioned EPs and agencies, addressing underperformance and supporting continuous improvement                                                                             |
| 6  | Establish, implement and maintain robust quality assurance processes, including audit, moderation, peer review and feedback mechanisms                                                                             |
| 7  | Provide professional leadership, challenge and support to commissioned and internal EPs to promote consistency, high standards and continuous improvement in practice.                                             |
| 8  | Identify themes, risks and areas for development within EP provision, and take appropriate action to address these.                                                                                                |
| 9  | Work closely with the Head of Service to strengthen strategic SEND quality assurance arrangements, ensuring EP input is consistent, defensible and inspection ready.                                               |
| 10 | Ensure Educational Psychology supports the timely and effective delivery of statutory SEND duties, including EHC needs assessments, reviews and associated processes.                                              |
| 11 | Contribute to SEND panels, complex case discussions and appeals activity, providing professional psychological advice and insight where required.                                                                  |
| 12 | Support SEND teams and partners in interpreting psychological advice to inform decision-making, planning and provision.                                                                                            |
| 13 | Contribute to workforce development across the system by providing training, guidance and support to SEND Teams, schools, settings and partner agencies                                                            |

|    |                                                                                                                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14 | Lead the development of a small internal Educational Psychology team and support the transition to a hybrid delivery model, reducing reliance on agency provision while maintaining quality, capacity and resilience                                                  |
| 15 | Work collaboratively with children, young people, families and multi-agency partners, promoting co-production, inclusive practice and improved outcomes.                                                                                                              |
| 16 | Identify and manage risks associated with Educational Psychology provision, contributing to service planning, performance reporting, continuous improvement and ensuring compliance with safeguarding, legislation and council policies.                              |
| 17 | Provide strategic advice and guidance to the local authority in relation to emerging national SEND reforms, supporting the development and shaping of Educational Psychology services to ensure alignment with future statutory requirements and system expectations. |
|    |                                                                                                                                                                                                                                                                       |

#### PERSON SPECIFICATION

| Requirements                                                                                                                                                                                                                  | Where identified* | Essential | Desirable |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|-----------|
| <b>Knowledge/ Skill/Experience</b>                                                                                                                                                                                            |                   |           |           |
| Degree in Psychology                                                                                                                                                                                                          | A, I              | x         |           |
| Postgraduate qualification – (Masters or Doctorate) in Educational Psychology                                                                                                                                                 | A, I              | x         |           |
| Registration with the Health and Care Professions Council (HCPC)                                                                                                                                                              | A, I              | x         |           |
| Member of the British Psychological Society and Association of Educational Psychologists                                                                                                                                      | A, I              | x         |           |
| Expert knowledge of current psychological knowledge and theory in relation to children and young people with emotional, behavioural and social difficulties                                                                   | A, I              | x         |           |
| Experience of developing, leading and managing a team of professional psychologists.                                                                                                                                          | A, I              | x         |           |
| Extensive experience of delivering professional educational psychology services.                                                                                                                                              | A, I              | x         |           |
| Experience of applying psychology in educational or similar settings                                                                                                                                                          | A, I              | x         |           |
| Quality assures the service in respect of consultation, assessment, intervention, training, and research, to evaluate the quality and success of the service in delivering its statutory requirements to a professional level | A, I              | x         |           |
| Experience of Change Management                                                                                                                                                                                               | A, I, P           |           | x         |

|                                                                                                                                                                                                                                         |            |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|---|
| Knowledge of evidence-based interventions and assessment approaches                                                                                                                                                                     | A, I       | x |   |
| Contribute to the development of service plans and policies for vulnerable learners, specifically in the educational psychology service and care for the whole child, so that the people are supported to achieve their full potential. | A, I       |   | x |
|                                                                                                                                                                                                                                         |            |   |   |
| <b>Skills and Abilities</b>                                                                                                                                                                                                             |            |   |   |
| Ability to undertake high-quality psychological assessment and produce clear reports                                                                                                                                                    | A, I       | x |   |
| Strong consultation and problem-solving skills                                                                                                                                                                                          | A, I, T    | x |   |
| Ability to communicate complex information clearly to a range of audiences                                                                                                                                                              |            | x |   |
| Ability to work collaboratively within multi-agency systems                                                                                                                                                                             | A, I       | x |   |
| Ability to manage workload and meet statutory deadlines                                                                                                                                                                                 | A, I, T    | x |   |
| Ability to contribute to training and knowledge sharing                                                                                                                                                                                 | A, I, P    | x |   |
| Ability to motivate and engage staff.                                                                                                                                                                                                   | A, I       | x |   |
| Ability to influence, advise, and communicate clearly with a range of stakeholders.                                                                                                                                                     | A, I       | x |   |
| IT skills to support report writing and case management                                                                                                                                                                                 | A, I, P, T |   | x |

\*A = Application form      T = Test/Assessment      I = Interview      P = Presentation

## GENERAL

The postholder is required to take personal responsibility for contributing to organisational transformation and changes in ways of working, maximizing the benefits and efficiencies for both internal and external customers, including the promotion and use of self-service to achieve maximum cost effectiveness.

The postholder is expected to work to the Lincolnshire County Council Core Values and Behaviour and to carry out the duties in accordance with Lincolnshire County Council policies.

**Other Duties** - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

**Safeguarding** - All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Lincolnshire County Council Safeguarding Policy. In addition, employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.

