

Job Description

Position Details

Position:	Principal Educational Psychologist
Directorate:	Children, Young People and Families
Service:	Education
Position no:	BG01286
Grade:	Senior and Principal Educational Psychologists Scale B Pts 9-12 + SPA
Hours of work:	37hrs per week
Work style:	Agile Worker – General Offices, Ebbw Vale
DBS required:	Enhanced Disclosure with Child Barred List
Contact:	Eurig Towns - Head of School Improvement
Date:	March 2026

Politically Restricted? Yes* No

* The position is politically restricted within the provisions of the Local Government and Housing Act 1989 as prescribed in the Local Government Officers (Political Restrictions) Regulations 1990

About the Position

Reporting to: **The Head of School Improvement**

Responsible for:

- (i) Providing Education Psychology Services which comply with the Council's statutory duties and strategic objectives to meet the needs of children, young people and schools, and which make a measurable contribution to improving learner outcomes and the quality of education provision across the Local authority.
- (ii) Contributing to the development and implementation of the Council's strategies to realise its aims and objectives for education provision
- (iii) Overseeing and providing line management to the Specific Learning Difficulties Support Service, ensuring that the needs of pupils and schools are met.

Principal Accountabilities

1. To support and contribute to the Directorate's arrangements for safeguarding and ensure participation in, and compliance with child protection policy and procedures.
2. To provide professional advice and support to the Council, to members and to senior officers, and to provide the professional lead in matters relating to educational psychology, representing the Council as directed on occasions when professional education advice is required.

3. To establish links and work effectively with teams and individuals across the council to ensure coordinated and collaborative approaches to meeting learner and school needs.
4. To establish and maintain effective links with other authorities, departments, agencies and bodies as required and represent the Council in strategic partnerships, including charring meetings when appropriate.
5. To provide an Education Psychology Service which fulfils the Council's statutory responsibilities and strategic aims for raising standards and promoting social inclusion.
6. To ensure that Education Psychology Services are deployed and delivered effectively to maximise the benefits for learners, schools and other stakeholders.
7. To ensure provision of effective statutory processes which meet all current and changing legal requirements and time lines.
8. To provide a comprehensive range of advice, support, guidance and training to schools.
9. To ensure high quality advice and support to individual pupils and their parents/carers and schools.

10. To provide professional leadership to the Education Psychology Service and including recruitment and performance management of staff in accordance with Council policies, and the professional supervision of professional practice
11. To ensure effective quality assurance of the work of the Education Psychology Service and its impact on pupils and schools.
12. To manage budgets for the defined services
13. To maintain a reduced caseload relating to educational settings
14. To comply with the relevant sections of the Authority's policy statement on Health, Safety and Welfare at Work.
15. To adhere to the principles of the Corporate Equality Policy and ensure commitment to anti-discriminatory practice.

Other Tasks

1. To contribute to the development and implementation of the Directorate's self evaluation and service planning arrangements.
2. To work flexibly and undertake any other duties commensurate with the post as required by the Head of School Improvement.

General Accountabilities

1. To comply with the Council's Policy Statement on Health, Safety and Welfare at Work.
2. To positively promote the Council's Strategic Equality Plan and ensure commitment to anti-discriminatory practice.
3. To demonstrate a commitment to ongoing personal development.
4. To adhere to data protection principles whilst undertaking your duties.

5. To be responsible for undertaking your duties in a way that safeguards and promotes the welfare of children, young people and adults at risk. You must bring issues of concern regarding the safety and welfare of children, young people and adults at risk to the attention of the Safeguarding Officer in your service as soon as you become aware of them.
6. Undertake other duties that may be required of you, commensurate of your grade or general level of responsibility within the organisation.

This job description sets out the main responsibilities of the position at the date it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility.

Person Specification

Requirements	Essential (E) / Desirable (D)	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Qualifications		
<ul style="list-style-type: none"> Honours degree (or equivalent) in psychology recognised by the British Psychological Society. 	E	A
<ul style="list-style-type: none"> Masters Degree in Educational Psychology with professional practice, or a Doctorate in Educational and Child Psychology. 	E	A/I
<ul style="list-style-type: none"> Proven qualified teaching experience or experience of working with children and young people with opportunities to apply psychology. 	E	A
Experience		
<ul style="list-style-type: none"> Experience of application and knowledge of ALN legislation as it applies to educational psychologists. 	E	A/I
<ul style="list-style-type: none"> Experience of application and knowledge of a range of assessment techniques and psychological interventions/strategies suitable for use with children and young people. 	E	A/I
<ul style="list-style-type: none"> Experience of developing and delivering advice, support and training programmes in schools individually and collectively 	E	A/I
<ul style="list-style-type: none"> A thorough knowledge of Safeguarding and Child Protection. 	E	I
<ul style="list-style-type: none"> Experience of supervision of, or line management of staff 	D	I
<ul style="list-style-type: none"> Experience of developing service delivery to schools, 	D	A/I
<ul style="list-style-type: none"> Experience of budget management 	D	A/I
<ul style="list-style-type: none"> Experience of delivering consultation and advice to help schools prioritise needs and to consider working at various levels to implement the most useful interventions in order to promote best outcomes for children. For example, using systemic approaches, running evidence - based interventions, applying problem- solving techniques, implementing preventative measures. 	D	A/I
<ul style="list-style-type: none"> Experience of using, in accordance with professional judgement, a variety of assessment techniques to inform advice provided on suitable ways forward for children 	E	I
<ul style="list-style-type: none"> Experience of working with schools to help them monitor and review the progress of children. 	E	I
<ul style="list-style-type: none"> Experience of project work/research. 	D	I
Knowledge / Skills		
<ul style="list-style-type: none"> Proven advanced leadership and collaboration skills 	E	I
<ul style="list-style-type: none"> Ability to lead, support and manage staff 	E	A/I/PP
<ul style="list-style-type: none"> Understanding of and commitment to Equal Opportunities policies, social inclusion and anti-discriminatory practice 	E	I

Personal Attributes

▪ Good interpersonal and presentation skills. ▪	E	I/PP
▪ Commitment to equality and diversity.	E	PP
▪ Commitment to health and safety.	E	PP
▪ Commitment to attendance at work.	E	PP

Special Working Conditions / Requirements

▪ Registered or eligible for registration with the Health and Care Professions Council. ▪	E	A
▪ Full driving licence and access to a vehicle for work purposes.	E	A
▪ ICT literate	D	A/I
▪ To be able to communicate through the medium of Welsh.	D	A/I
▪ Has developed an interest and expertise in a specific area of Educational Psychology.	D	A/I

Minimum Welsh Language Skill Requirements	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Welsh Language Skills Level 0. Level 1-5 is desirable. Training is optional.	A/I
Welsh Language Skills Level 1 Entry / Courtesy (as a minimum) are desirable and need to be learnt when appointed. Training required: "Welcome Part 1 & 2" (10 hours in total)	
Welsh Language Skills Level 1 Entry / Courtesy (as a minimum) are essential. Training required: "Welcome Part 1 & 2" and "Welcome Back Part 1 & 2" (20 hours in total).	

For further information on the above please refer to the [Welsh Language Skills Guidelines](#)

Welsh language skills requirements beyond the minimum stated above e.g. fluent speaker / proficient writer will be outlined within the person specification under qualifications and skills.

Personal Competencies

All competencies are regarded as essential, although it is recognised that some may be achieved over a period of time. All employees are expected to continually develop their competencies in line with the appropriate framework. In addition to those assessed as part of the recruitment process, competencies will be assessed during the probationary period and through the Council's performance coaching scheme.

Competencies – Leading People	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Provides inspirational leadership & is a role model to others	PP
Takes direct responsibility and is accountable for actions	PP
Respects and values the contribution and ambition of others	PP
Actively promotes equality and diversity	PP
Challenges unacceptable behaviour/attitudes	PP
Recognises and celebrates achievements	PP
Defends colleagues against inappropriate criticism	PP
Demonstrates and is an example of good work-life balance	PP

Competencies – Delivering the Vision	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Communicates a compelling view of the future	PP
Ensures the vision is meaningful to all	PP
Challenges the vision appropriately	PP
Proactively promotes the vision to others	PP

Competencies – Setting & Achieving Ambitious Targets	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Is committed to continually improving performance of self and others	PP
Agrees ambitious performance targets and priorities for self and others	PP
Sets high standards and keeps self and others focused on outcomes	PP
Gives regular, constructive feedback on service /team/ individual performance	PP
Recognises and celebrates success	PP
Challenges poor performance appropriately	PP
Seeks learning opportunities from results	PP

Competencies – Empowering Our People	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Encourages and develops personal accountability in others	PP
Works to identify training and development needs in others	PP
Encourages others to think for themselves	PP
Promotes risk-taking and supports appropriately	PP
Utilises and respects the skills, experience, and ambition of others at all levels	PP
Promotes and demonstrates personal and professional learning and development in self and others	PP

Competencies – Communicating	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Creates and encourages two-way communication inside and outside the organisation	PP
Uses appropriate and precise methods of communication	PP
Has personal credibility with a variety of different groups and uses networks effectively	PP
Communicates positively and respectfully	PP
Actively listens and respects others' points of view	PP
Checks own and others' understanding	PP

Competencies – Making Informed Decisions	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Is prepared to take action and be accountable	PP
Regards problem solving as an improvement opportunity	PP
Involves others in decision making	PP
Steps back and takes a wider view	PP
Uses evidence to challenge or support point of view	PP
Considers implications of proposed decisions	PP
Ensures decisions link to continually improving performance	PP
Has the confidence to make ambitious, difficult, or unpopular decisions	PP
Is able to justify and explain decisions	PP

Competencies – Working in Partnership	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Understands partnerships in the context of the “big picture”	PP
Promotes and is actively involved in multi-agency partnerships to continually improve services for the citizen	PP
Networks effectively internally and externally	PP
Recognises, respects, and utilises the expertise of others	PP
Proactively shares knowledge and information	PP
Seeks out the most appropriate people to contribute to partnership working	PP

Competencies – Managing the Political Interface	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Understands the political environment locally, regionally, and nationally	PP
Positively respects and abides by the professional code of conduct and adheres to the principles of political restriction	PP
Establishes and continually improves positive and appropriate interaction with all Councillors	PP
Raises issues and constructively challenges in an appropriate and sensitive manner	PP
Ensures others understand the political dimension of their work	PP
Provides timely, constructive, high quality professional advice to assist the political decision making process	PP

Competencies – Pushing the Boundaries	Assessment methods: Application (A), Interview (I), Presentation (P), Test (T), Probationary Period (PP), other please specify
Regularly and constructively challenges the status quo	PP
Is positive about change and identifies potential benefits to the citizen	PP
Taps into the innovative and creative potential of others	PP
Considers different methods/approaches	PP
Encourages others to suggest new ideas	PP
Supports and develops others’ ideas	PP
Looks creatively inside and outside the organisation for new ideas and actively shares good practice	PP

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