

FAIRLEY HOUSE SCHOOL

Job Description

EDUCATIONAL OR CLINICAL PSYCHOLOGIST



WOULD YOU LIKE TO MAKE A TANGIBLE DIFFERENCE?

You will:

Work in a school for Specific Learning Difficulties as part of a transdisciplinary team of teachers, speech and language therapists (SALTs) and occupational therapists (OTs).

Be the mental health lead for the school.

Have the opportunity to develop innovative strategies to address children's mental health issues in consultation with children and young people, school staff and parents.

Assess children as part of a transdisciplinary team, working with therapists, teachers and parents to ensure that the school delivers what children and young people need.

Contribute to the School's Assessment Clinic to ensure that children with Specific Learning Difficulties outside the school receive a first class assessment that will guide effective intervention in their own school.

Mental Health

- To take the lead in addressing children's mental health issues at an early stage, pre-empting problems before a crisis point is reached in line with the government Green Paper, *Transforming Children and Young People's Mental Health Provision (2017)*.
- Interview children and young people, parents and teachers to assess the situation and develop a formulation, which helps to determine a strategy for whole school and home management.
- Attend staff meetings and contribute to thinking about children of concern.
- Observe children in class or other school situations such as break times.
- Keep the Head and SENCOs informed.
- Liaise with the Head, SENCOs and parents if a higher level of intervention is required and refer to CAMHS in the child's local area.
- Build relationships with Westminster and Lambeth School Based Mental Health Teams.

- Contribute to whole school policies and practice addressing emotional well-being for all students, such as Anti Bullying Policies, using evidence-based psychology.

Assessment

- Assess children prior to admission as part of a transdisciplinary team, administering standardised cognitive, attainment tests, and integrating findings with those of the School's SALTs and OTs.
- Discuss findings with therapist colleagues and feedback results to parents.
- Write a report to be integrated into a multi-disciplinary report which expresses findings clearly and recommends strategies to be employed by the School.
- Reassess students at the Head's request to ascertain progress, updating findings and recommendations to advise school staff or future schools, writing a report that can be understood by teachers and parents and sharing information with them verbally.
- Assess children from outside the school for the Assessment Clinic using cognitive and attainment tests, creating a formulation and making recommendations for the child's own school and parents in a meeting and in a report.

General

- Offer consultation to school staff.
- Contribute to Annual Reviews at the request of the School's SENCOs.
- Attend tribunals as a witness to give evidence of behalf of families who are seeking a place at the School.
- Contribute to analysis of school data.
- Maintain an up to date knowledge of Specific Learning Difficulties and keep a CPD log.

PERSON SPECIFICATION

Specification	Essential	Desirable
Post graduate qualification in educational or clinical psychology and registration with the Health and Care Professions Council (HCPC)	✓	
An interest in Specific Learning Difficulties, including Dyslexia, Developmental Coordination Disorder, Dyscalculia and Developmental Language Disorder, as well as knowledge and understanding of these areas	✓	
An interest in and knowledge of current developments in children and young people's mental health	✓	
Casework experience as a psychologist with children, young people and families in a range of settings across all phases of education applying a range of psychological and therapeutic assessment and intervention approaches.	✓	
Knowledge of current practice, research and the evidence base in applied child and developmental psychology, particularly with regard to emotional well-being, and how to apply this knowledge in a school setting	✓	
The ability to work as a team member with teachers and therapists, pooling skills, knowledge and information to create optimum outcomes for children and young people	✓	
Skills in administering cognitive and attainment based assessments using Q-Interactive		✓
An understanding of how to interpret strengths and needs arising from cognitive and attainment based assessment to guide effective teaching	✓	
The ability to develop rapport and work effectively with parents, children and young people	✓	
The ability to communicate effectively both orally and in writing in ways that are accessible for a wide variety of audiences, in particular young people, families and teachers	✓	

The ability to come up with creative solutions to problems and to re-evaluate if these are unsuccessful	✓	
Good organisational skills: the ability to prioritise, initiate and plan work to meet deadlines and to compile accurate and up to date records, notes and reports on time	✓	
A commitment to keeping the Head well informed	✓	
A commitment to Continuing Professional Development	✓	
Knowledge and understanding of safeguarding requirements in schools and adherence to the School Safeguarding Policy	✓	
Knowledge and understanding of GDPR requirements in relation to school data	✓	
Adherence to School policies on data handling	✓	

ABOUT FAIRLEY HOUSE SCHOOL

Fairley House School is an independent special school for children with specific learning difficulties (Dyslexia and Dyspraxia/DCD). There are approximately 200 children aged between 6 and 16, 30% with EHCPs. The aim of the school is to provide intensive support and the full National Curriculum to enable children to return to mainstream schooling after two to three years. However, where children come to the school late and with low attainments in literacy and numeracy, they may remain at the school for KS4 and for a longer time.

The school operates a transdisciplinary model where teachers, Speech and Language Therapists (SALTs), Occupational Therapists (OTs) and psychologists work together both in and out of the classroom. A transdisciplinary team assesses children prior to admission to obtain a well-rounded view of the child's strengths and needs which contributes to an IEP. The school is generously resourced with a pupil: staff ratio of 3.5:1. Children receive support for any identified needs and make good progress. Parents are fully involved in the work of the School and their child's education. Children perceive a peer group where 'everyone is like me' as a boost to self-esteem and confidence. The School has whole school strategies for working memory and other aspects of executive function embedded in all classrooms. The School offers a nationally recognised qualification in Specific Learning Difficulties and all teachers and therapists hold a specialist qualification.

The appointment of a full time in-house Educational Psychologist (EP) is a new initiative for the School. Currently the School has a part time Principal Educational Psychologist (PEP) and a number of consultant EPs. The appointment is being made in response to a perceived need to work innovatively to enhance children and young people's well-being, particularly in the area of mental health. Supervision for the EP and guidance on the new role will be provided by the PEP.

Fairley House School

May 2018

