



Cumberland Council

Post Specification

Date	Feb 2025
Post Group Number	
Post Title	Trainee Educational Psychologist
Final Grade	Soulbury Trainee Scale Points 2-6 (£29,872 - £37,473)

Service Area description

The post is within the Education, Special Educational Needs and Disabilities (SEND) and Inclusion Service in Cumberland Council. The postholder reports to their supervising Educational Psychologist (Principal Educational Psychologist or Senior Educational Psychologist) from the service management team.

Staff have access to two bases: one in Carlisle and the other in Workington.

Cumberland Psychological Service includes Educational Psychologists, Assistant Educational Psychologists, and Behaviour and Emotional Wellbeing Officers. We provide supportive placements for Educational Psychologists in training.

The team works closely with colleagues within the wider SEND team, the Specialist Advisory Teaching Service, and Health and Social Care professionals, making psychologically informed contributions to work at individual and systemic levels. We work with children and young people from birth to 25.

Purpose of this post

The Trainee Educational Psychologist, working with colleagues and with schools and settings, will improve opportunities for the inclusion of vulnerable learners, and enhance personal, social and academic outcomes of all pupils.

Working alongside a Doctoral Training provider, the post will enable Trainee Educational Psychologists to gain the skills and competencies required to enable them to qualify as an Educational Psychologist.

Key job specific accountabilities

Working under the supervision of the Principal Educational Psychologist (or other qualified member of the Team), to provide guidance, support and interventions which help to meet the needs of children and young people, in order to support their inclusion and attainment.

To work collaboratively with the local Educational Psychology team in delivering assessment and intervention strategies such as:

- Observation
- Administering standardised tests
- Consultation with staff and parents

- Seeking the views of children and young people
- Signposting to resources
- Planning and evaluating interventions.
- Contribution to training delivery, including Emotional Literacy Support Assistant training

To develop and maintain links with other agencies and contribute to a coordinated network of services for children and young people.

To provide support to other colleagues and to contribute to the development of team.

To undertake a programme of continued professional development.

To apply psychological research to inform practice and to evaluate practice to inform psychological research.

To undertake such other duties as might from time to time, be reasonably required.

Key facts and figures of the post

Budget Responsibilities	<ul style="list-style-type: none"> • None
Staff Management Responsibilities	<ul style="list-style-type: none"> • None
Other	<ul style="list-style-type: none"> • The successful applicant will be expected to complete the Council's induction programme.

Essential Criteria - Qualifications, knowledge, experience and expertise

No		ESSENTIAL	DESIRABLE	PROCESS(ES) TO TEST CRITERIA
1.	Qualifications/ Training Competencies	<p>An undergraduate degree in psychology, recognised by the British Psychological Society (at least a 2:1) OR A master's degree in psychology which confers eligibility for Graduate Registration with the British Psychological Society (at least a merit grade)</p> <p>Currently completing Accredited Doctoral training as an Educational Psychologist</p>	Evidence of continued professional development in relevant areas.	<p>Application</p> <p>Evidence of qualifications</p> <p>Confirmation of completion of eligibility checker prior to interview</p>
2.	Relevant Experience	<p>At least 2 years' experience of working with children and young people in the last 3 years.</p> <p>Experience of working with vulnerable children and young people.</p>	Experience of working with educational settings.	Application/Interview References

3.	Knowledge	<p>Knowledge of a wide range of psychological theories relevant to education.</p> <p>Knowledge of relevant legislation applicable to the role, including the Special Educational Needs Code of Practice</p>	<p>Knowledge of current issues that affect school communities and children and young people with Special Educational Needs</p>	Application/Interview
4	Abilities	<p>Demonstrates the ability to apply psychology to work with children and young people.</p> <p>Can demonstrate a reflective and evidence-based approach to practice.</p> <p>Can evaluate how their own practice has had an impact.</p>	<p>Experience of planning and evaluating interventions</p> <p>Experience of planning and delivering training</p> <p>Experience of professional report writing</p> <p>Experience of providing input at a systemic level to support the inclusion of children and young people.</p>	Application/Interview
5	Skills	<p>Possesses good interpersonal skills.</p> <p>Can demonstrate a high level of skill in written and spoken communications.</p> <p>Can manage time effectively, has a well organised approach to work and is able to work well under pressure.</p> <p>Can adapt to situations and new ways of working as required.</p> <p>Is able and willing to work as part of a team.</p> <p>Is able to travel independently, including to remote locations with no public transport.</p>	<p>Experience of leading meetings</p> <p>Experience of working with families</p> <p>Experience of working within a multi-agency setting to support children and young people.</p>	

Disclosure and Barring Service – DBS Checks

- This post requires DBS Enhanced – Children and Adults

Other Factors

- Ability and willingness to travel efficiently within and out of Cumberland as necessary.
- Willingness to work flexibly, including occasionally outside of core working hours.