

# **JOB DESCRIPTION**

## **Principal Educational Psychologist**

**SALARY:** Soulbury B Point 6 (£61,848) to Point 8 (£63,836)  
+ up to 3 SPA points

**CONTRACT TYPE:** Full-Time, all year round

**LOCATION:** Usual place of work plus travel to trust organisations as  
necessary

**REPORTS TO:** Director of Relational Inclusion

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### ***Job Purpose:***

The Principal Educational Psychologist will lead and develop psychological services across Ambition Community Trust, with a focus on fostering relational approaches to education and child development. You will play a pivotal role in supporting the Trust's commitment to inclusion, mental health, and well-being through evidence-based therapeutic and psychological interventions. In addition to providing strategic oversight, you will lead the multi-disciplinary Therapeutic Team that spans two multi-academy trusts, collaborating to deliver services across our schools. You will also contribute to the Trust's training offer for schools, promoting relational, trauma-informed approaches to working with children.



## ***Key Responsibilities:***

### ***1. Core Objectives***

- Safeguard vulnerable children and young people, ensuring they are safe from harm and build resilience.
- Enable children and young people to achieve their full potential in education, learning, and future employment.
- Promote healthy lifestyles among children and young people, fostering their ability to support others.
- Empower children, young people, and families to have a voice in shaping the support they receive.
- Ensure children and young people within the Trust have a high quality of life and a sense of happiness and belonging.

### ***2. Leadership of Psychological Services:***

- Lead and manage the Educational Psychology service across all schools within Ambition Community Trust.
- Provide professional supervision and development to a team of educational psychologists, ensuring that practice is aligned with the Trust's relational approach.
- Ensure the highest standards of service delivery, maintaining a focus on early intervention, inclusion, and tailored support for vulnerable pupils.
- Contribute to the strategic planning of mental health and well-being initiatives across the Trust.

### ***3. Therapeutic Team Leadership:***

- Establish and monitor work practices and policies that ensure effective service delivery, using feedback from service users to inform improvements.
- Ensure robust systems are in place to monitor the performance and quality of the Educational Psychology service, in line with budgetary and statutory responsibilities.
- Implement systems to safeguard children and young people, ensuring staff work within health and safety regulations and other statutory requirements.



- Provide reports and presentations to various stakeholders, including the Trust board, partner schools, and community groups, to inform them of service progress and outcomes.
- Lead the Therapeutic Team, comprising professionals from various disciplines (e.g., educational psychologists, counsellors, therapists), across two multi-academy trusts.
- Coordinate the multi-disciplinary therapeutic services to ensure integrated, holistic support for children with complex needs.
- Ensure that the team's work aligns with the relational values of the Trust and promotes inclusive practices across all settings.

#### ***4. Training and Development:***

- Participate in and deliver the Trust's training offer to schools, which will include developing and delivering training on relational inclusion, trauma-informed practice, and mental health support.
- Collaborate with school leaders and staff to provide ongoing professional development opportunities, enhancing their ability to support vulnerable and complex pupils.
- Contribute to the design and implementation of training programs that can be offered externally to other schools and agencies as part of the Trust's income generation initiatives.

#### ***5. Strategic Contribution:***

- Work alongside senior leaders in the Trust to develop policies and procedures that promote mental health, well-being, and inclusive education.
- Contribute to the Trust's commitment to addressing the links between poverty, mental health, and educational outcomes.
- Build partnerships with external agencies, ensuring that the Trust remains at the forefront of therapeutic and educational innovation.

#### ***6. Direct Work with Children and Families:***

- Provide direct psychological assessments and interventions for children, particularly those at risk of exclusion or with complex needs, as needed.
- Collaborate with families, schools, and other professionals to develop comprehensive support plans for individual pupils.



- Act as a key advocate for the relational approach within the Trust and in partnership with external professionals.

## ***7. Equal Opportunities:***

- Ambition Community Trust is committed to achieving equal opportunities in both service delivery and employment. All employees are expected to understand and promote this policy in their work.

## ***8. Customer Focus:***

- We place the needs and expectations of our students, families, and educational settings at the centre of everything we do. Employees are expected to fully understand and respond to those needs to ensure high-quality service delivery at all times.



# PERSON SPECIFICATION

ATTRIBUTES	CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED BY (Application, Task, Interview)
Education and Qualifications	Professional post-graduate qualification in educational psychology	✓		
	HCPC registration as a practitioner psychologist	✓		
	Evidence of continuous professional development	✓		
	Management qualification or significant management training or commitment to work towards.	✓		
Experience	Evidence of managing educational psychology service or elements of a service successfully	✓		
	Proven experience of providing direction and clear vision to those you work with to ensure service excellence	✓		
	Evidence of the ability to provide effective and visual leadership to a team of professionals	✓		
	A proven track record of delivering functional	✓		



	improvements, including experience of planning and budget/financial management			
	Evidence of CPD relating to strategic work, maintaining a position at the leading edge of own professional function and applying this within the organisation.	✓		
	Experience of planning and managing work to meet individual, team and service objectives, whilst achieving quality and value for money.	✓		
	Experience of managing complex, difficult and challenging situations where there are competing priorities and agendas within a therapeutic team and with other stakeholders	✓		
	Experience of seeking feedback from stakeholders about services provided that has been used to undertake/make recommend continuous improvements to services.		✓	
	Experience of managing and delivering a traded service offer.		✓	
Knowledge, skills and abilities	Excellent knowledge and understanding of the factors that lead to improvement in the achievement levels for children and young people with SEND; of best practice in educational psychology; and of how psychology supports learning and well-being	✓		



	A thorough up-to-date knowledge of relevant legislation, statutory guidance and local authority SEND procedures	✓		
	Ability to lead and manage at a strategic level, champion new initiatives in support of strategic goals, encourage others to change and negotiate and implement change successfully	✓		
	Ability to provide educational psychologists and others in the team with a clear sense of vision and direction, generating a commitment to securing change through the appropriate involvement of educational psychologists and others including service users	✓		
	Ability to make decisions based on complex information obtained from a range of sources	✓		
	Strong communication skills, demonstrating ability to employ verbal and non-verbal communication techniques.	✓		
	Flexible and resilient approach to plan, organise and prioritise a demanding workload in order to maintain the delivery of multiple and competing short and long term objectives.	✓		
	Ability to participate in partnerships and build relationships to achieve service, trust and school community priorities.	✓		



	A good understanding of the relevant legal, political, operational, commercial and social aspects of a similar complex environment.		✓	
	Ability to join up thinking in order to bring together a range of different initiatives to plan and deliver service practice.		✓	
	Ability to cooperate and work well with others in pursuit of service goals, sharing information and supporting others.	✓		
	Ability to demonstrate risk management skills in relation to children and young people	✓		
	Proven ability to influence practice in schools and other educational settings	✓		
	Ability to think strategically and plan operations	✓		
	Ability to work in a team and develop and sustain partnerships across teams and services	✓		
	High quality, professional writing skills	✓		
	Excellent oral communication skills	✓		
	Ability to develop and promote a positive image of the service both locally and nationally	✓		
Other	Driving licence and own transport	✓		
	Commitment to equality and diversity	✓		





**Ambition**  
Community Trust



**The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are subject to an enhanced DBS (CRB) Disclosure prior to taking up an appointment with the Trust.**

**Transforming the lives of  
children and their communities**



# Cultural Fit

Working in a school where you are not aligned with the culture is a miserable experience. So ... we both need to have alignment if you come to work here!

Our **Vision** is to be a centre of excellence in evidence-informed and innovative relational education, in Greater Manchester, where children experience nurture and success, going on to lead happier, more productive lives.

Our **Purpose** is to cultivate educational communities based on emotional safety, relational practice, and high-quality teaching leading to positive behaviours, better outcomes, and improved life chances.

- We believe that staff come first.
- We believe that we all have a professional obligation to improve as teachers, instructors, teaching assistants and support staff. We are a learning community.
- We believe that every child deserves a Champion.
- We believe in a culture of the possible, where we can all make progress beyond what anyone, including ourselves, could have imagined.
- We believe in the TEAM and we support each other continuously.
- We believe in talking first.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence-informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that hard work is the key to success for staff and students.
- We believe that you cannot just wish for staff and students to be better - you have to create the conditions for them to grow.
- We believe basic literacy and numeracy are essential to students making good progress.



- We welcome diverse ideas to solve problems and are solution focused.
- We value generosity of spirit.
- We acknowledge that we all make mistakes.
- In this trust we integrate therapeutic and relationally inclusive interventions into our everyday practice.
- From research we are aware that any disruption within the early years from pregnancy onwards can impact minds and bodies in three key areas: affect (emotion) regulation, attachment and executive function.
- From research we understand that the toxic stress involved in ACEs impacts the nervous system of human beings.
- From research we know that over-compensatory, rich, relational interventions can bring about recovery so that children and young people can function well at home, school and out in their communities.
- We view ourselves as an important part of any pupil's recovery journey. We believe in recovery in community.
- We will not discriminate how we relate to the pupils in our care as we believe each pupil is worthy of our time, energy and patience. However, we will differentiate, according to need.
- We will have compassion for those who are dysregulated, are hurting and/or grieving for whatever reason.