



Ofsted
Outstanding
Provider



The Westminster
School *Safe, Happy and Learning Together*

www.thewestminsterschool.co.uk

Assistant Educational Psychologist
(Fixed Term 1 Year)

Application Pack



Sandwell
Metropolitan Borough Council

Welcome to The Westminster School

As Head Teacher of The Westminster School, I would like to extend a very warm welcome to you and thank you for your interest in our school. This is a very exciting time to join our innovative and dynamic school community.

The Westminster School is an Outstanding School in Rowley Regis which currently caters for 239 pupils aged 7 to 19 years with a wide range of special educational needs including Autism Spectrum Disorder, Global Development Delay and Moderate to Severe Learning Difficulties.

The Westminster School takes great pride in being able to deliver an innovative child-centred curriculum. The school's curriculum is focused around 6 holistic areas: My Communication, My Community, My Care and Independence, My Creativity, My Thinking, My Wellbeing. Traditionally the education system required the child needed to fit into the curriculum, at The Westminster School the curriculum wraps around the young person meeting them at the point of need. Our work on supported internships and supported apprenticeships for students with learning disabilities are at the forefront of national developments.

We are looking for exceptional candidates to join our growing school.

The post of Assistant Educational Psychologist offers an exceptional opportunity for the right candidate to work as part of our flourishing and creative staff team. You will have the support of our highly skilled teaching and learning staff and a dedicated and committed governing board that considers continuing professional development for all staff an essential factor in achieving the best outcomes for all our young people.

The deadline to submit your application is 9am on Monday 22 May 2023. Formal interviews will take place on Wednesday 24 May 2023.

If you have any questions, please do not hesitate to contact Angie Gibson, HR Manager on 0121 561 6884.

I look forward to receiving your application

Oliver Flowers
Head Teacher



About The Westminster School

Our values are encompassed in our statement of Safe, Happy and Learning Together. Through this we seek to develop our values statement: Building foundations and providing opportunities to create confident, aspirational and independent members of our community.

Our most recent Ofsted Inspection in March 2023 recognised we were an Outstanding School. The report stated that our “Leaders have created a nurturing environment where pupils are well cared for. They have high ambitions for all pupils. Leaders are determined to not allow any barriers to pupils’ future success.”

All of our young people are supported to reach their full potential with a level of independence, confidence and resilience according to their special needs in order that they have the ability to face the challenges of adult life.

All of our committed, enthusiastic staff are well qualified and highly skilled. This translates into an amazing working environment for both staff and pupils.

Ours is a happy school. As identified in our most recent Ofsted Inspection Report, “Pupils at The Westminster School embody their motto ‘Safe, happy and learning together’.

We have an exceptionally strong culture of safeguarding, and student welfare is one of our highest priorities.

The school moved to its new state-of-the-art purpose-built site in February 2011. Most ground floor classrooms have access to outside spaces.

Our on-site facilities include:

- Sports fields
- Multi-Use Games areas
- Theatre with Tiered Seating
- Forest School
- Activity Studio and Fully Equipped Gym
- Dedicated Sensory Rooms

Supporting our Staff

- We have a comprehensive CPD package aligned to individual professional needs and the strategic development priorities of the school.
- CPD is delivered through structured staff meetings, training days, twilight sessions with days off in lieu where appropriate.
- There are opportunities for professional career progression as the school continues to grow.
- Recruitment and Retention Incentives of up to £5,000 are available for high quality experienced candidates.
- The Senior Leadership Team have an ‘Open Door’ Policy – no concern is too small.
- All employees benefit from the BHSF RISE Employee Assistance Programme. RISE is a revolutionary service offering employees personalised, on-demand advice and support from a breadth of expert mental health, financial and legal providers – a package of support unequalled within the employee welfare industry.
- The school community takes part in seasonal events such as Children’s Mental Health Week, Children in Need, Christmas Jumper Day, allowing staff and students to show their less serious side
- There are many opportunities for staff to get involved in the life of the school including Duke of Edinburgh Award, John Muir Award, residential and overseas trips
- Access to a range of discounts and special offers through Sandwell Rewards

Assistant Educational Psychologist Description

| | |
|--|---|
| <p>Responsible to: Educational Psychologists Head Teacher</p> | <p>Persons responsible for: N/A</p> |
| <p>Working hours 37</p> | <p>Contacts Schools Children and Young People Parents LA Officers Other Agencies</p> <p>Conditions of Service NJC</p> |

This job description is a guide to the work you will initially be required to undertake. It may be reviewed from time to time to meet changing circumstances.

Job Summary

- To provide Assistant Educational Psychology support under the guidance and supervision of qualified Educational Psychologists. This will include:
 - Contributing to the delivery of the Integrating Psychologies Educational Psychology service to The Westminster School, pupils and their parents/carers
 - Applying psychology to promote the learning, development and wellbeing of pupils
 - Supporting the delivery of interventions developed by the Educational Psychologists
 - Contributing to research and development work in relation to specific planned projects
 - Supporting the Educational Psychologists with the delivery of training for staff and parents
 - Gaining experience to support an application for doctoral Educational Psychologist training should the post holder wish to do so

Your current duties and responsibilities are:-

Under direct supervision and guidance of two qualified Educational Psychologists the assistant psychologist will:

- Support the development and evaluation of specific projects including belonging, transition and sensory-supportive classrooms. This will involve:
 - Pupil focussed work including direct work with pupils and staff consultations linked to belonging and transition
 - The co-development and delivery of psychoeducation for pupils for post-19 transition
 - Carrying out a working on what works intervention to appreciate and develop practice linked to belonging
 - Working with Occupational Therapists to evaluate the development of sensory-supportive classrooms
 - Research responsibilities including:
 - Transcribing interviews and focus groups
 - Development of surveys
 - Analysis of surveys, interviews and focus groups

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- Exploration of new methodologies
- Literature scoping and searches
 - Writing up research for multiple audiences
 - Oral presentation of findings
- Promote and safeguard the welfare of children, young people and vulnerable young adults
- Take part in meetings with the Integrating Psychologies team
- Maintain files in line with the professional code of ethics under which the service operates
- Gather and analyse impact data regarding the effectiveness of the Assistant Psychologist's role
- Use and follow all TWS and Integrating Psychologies policies and procedures to maintain high-quality services and systems
- Participate in CPD, appraisal and regular supervision to support professional development and adhere to professional codes of practice from the BPS and HCPC
- Develop effective working relationships with pupils, parents/carers, staff, partner agencies and other organisations
- Present project and research findings to the school's governors and indirectly feed into the Integrating Psychologies and The Westminster School development plan
- Carry out other related duties as agreed with the Educational Psychologists
- It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantages, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible in line with this policy and also the Equalities Act 2010
- Such other duties as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
- The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.



Assistant Educational Psychological Personnel Specification

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential. The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

Job Title Assistant Educational Psychologist **Directorate** Children & Education

JE Reference No: **Grade** F **Service** The Westminster School

Completed By The Westminster School **Date of Issue** 06/06/2022

| | Essential | N/A | How identified |
|--|---|--------------------------|--|
| 1. Qualifications | | | |
| <p>What does the job require in the way of: -</p> <p>Level of formal qualifications required to carry out the job. Describe these by level of attainment and by subject matter where appropriate, e.g. Degree, HNC, Professional Qualifications, GCSE's, CIPFA etc. Consider carefully whether these are absolutely necessary.</p> | <p>At least 2:1 honours degree in Psychology (or recognised equivalent) and the Graduate Basis for Registration or Chartership (GBR/GBC) as a psychologist as required by the British Psychological Society.</p> | <input type="checkbox"/> | <p>Formal possession of an appropriate qualification to be verified at interview or from records.</p> |
| 2. Experience | | | |
| <p>What does the job require in the way of: -</p> <p>Specific related job experience and in what type of working environment. What kind of life experience could supplement or replace this? Which is more important to the success of the job?</p> | <p>A minimum of 2 years post-qualifying experience of working directly and substantively with children and young people for example, experience of teaching, youth work, mentoring or mental health support.</p> <p>Substantive experience of working within educational settings.</p> <p>Application of psychology in work with and for children, young people and families.</p> | <input type="checkbox"/> | <p>Past employment activity record. Performance in related selection methods, e.g. presentation, group discussion.</p> |

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| 3. Training | | | |
|--|--|--------------------------|--|
| <p>What does the job require in the way of: -</p> <p>Specific and/or specialist training in order to do the job, e.g. training in recruitment and selection, supervisory, management, inter-personal skills. Apprenticeship in a recognised trade. Practical training in the use of specific equipment, word processing etc.</p> | <p>Bachelors degree with a Psychological basis</p> | <input type="checkbox"/> | <p>Past training history from application form and records. Selection process by demonstration of ability to display knowledge and skills at the interview.</p> |
| 4. Special Knowledge | | | |
| <p>What special knowledge is required in order to perform the job properly, e.g. a knowledge of employment legislation, accounting, financial planning regulations, languages, computer systems, local area etc?</p> | <p>A sound understanding of the application of psychology in education and community settings.</p> <p>Knowledge and application of legislation within education.</p> <p>A comprehensive understanding of safeguarding responsibilities in respect of children, young people and vulnerable adults.</p> <p>Ability to use SPSS and produce statistical information.</p> | <input type="checkbox"/> | <p>Qualifications held and demonstration of knowledge at interview.</p> |
| 5. Circumstances (personal) | | | |
| <p>What kind of personal circumstances are required to do the job properly? The ability to work shifts, weekends etc. The willingness and ability to travel and stay away from home. Willingness to live-in if the job requires. Ability to drive, car ownership.</p> | <p>Ability to travel, both in and outside of Sandwell</p> | <input type="checkbox"/> | <p>Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.</p> |
| 6. Disposition | | | |

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| <p>Consider how you would want the successful applicant to demonstrate the council's values and behaviours. Which are particularly important for the role and how might these be evidenced?</p> <p>Trust – Shows respect, makes a personal impact, is open and honest.</p> <p>Unity – Focusing on customers, working with a team, communicating effectively.</p> <p>Progress – Being open to change, focusing on performance, getting team results</p> | <p>Ability to gather and evaluate complex information from a variety of sources and settings.</p> <p>Ability to engage, communicate and work effectively in partnership with children and young people (CYP), carers and a variety of professionals</p> <p>Ability to work independently and manage own time</p> <p>A desire to apply to train as an Educational Psychologist within the next two years</p> | <input type="checkbox"/> | <p>Performance in related selection process, e.g. exercises, group discussion, problem-solving, questions etc.</p> |
| <p>7. Practical and Intellectual Skills</p> | | | |
| <p>What practical and intellectual skills are required for performing the job effectively? Does the person need to be a practically orientated person; should they be able to make decisions, should they be able to understand information derived from complex reports? What degree of manual dexterity is needed? Does the applicant need to be mechanically minded?</p> | <p>Ability to demonstrate a significant knowledge of child development</p> <p>Excellent presentation and communication skills</p> <p>Ability to collate, analyse and interpret data</p> <p>Able to write and present high quality reports, including the analysis and interpretation of data and statistics</p> <p>Ability to work to an agreed quality standard in terms of report writing</p> <p>Ability to work independently and as part of a team</p> <p>Excellent ICT skills</p> | <input type="checkbox"/> | <p>Performance in related selection process.</p> |
| <p>8. Legal Requirements</p> | | | |
| <p>Are there any limitations or requirements imposed by statute that candidates must comply with, e.g. special qualifications, minimum age range etc.? Are there any "Genuine Occupational Qualifications" as defined in legislation which apply to this post?</p> | | <input type="checkbox"/> | <p>Application form and interview questioning and references.</p> |

THE REMAINING SECTIONS ARE TO BE COMPLETED BY MANAGERS AND ARE FOR THE APPLICANT'S INFORMATION ONLY.

| 9. Background Checks | | | |
|--|---|--|---|
| Please ✓ required check(s) referring to Section 9 of Guidance on completing individual sections of the Personnel Specification | | | |
| The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment. | a) Enhanced DBS with Children's and Adults Barring List Check | <input type="checkbox"/> | Only one or none of these checks (a – f) may be applicable. |
| | b) Enhanced DBS with Adults Barring List Check | <input type="checkbox"/> | |
| | c) Enhanced DBS with Children's Barring List Check | <input type="checkbox"/> | |
| | d) Enhanced DBS Check | <input checked="" type="checkbox"/> | |
| | e) Standard DBS Check | <input type="checkbox"/> | |
| | f) Basic Disclosure Check | <input type="checkbox"/> | |
| | Police Vetting Check | <input type="checkbox"/> | This check may also be required in addition to one from (a-f) above |
| | No Check Required | <input type="checkbox"/> | |
| 10. Politically Restricted Post | | | |
| Is this post a "politically restricted post"? | | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet". | | | |
| 11. Main Physical Activities/ Requirements of the Post. | | | |
| Please ✓ if activity requires to be undertaken. The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities | | | |
| Lifting / manual handling / client handling | <input type="checkbox"/> | Prolonged standing or sitting | <input checked="" type="checkbox"/> |
| Working at heights | <input type="checkbox"/> | Prolonged working with vibrating tools / machinery | <input type="checkbox"/> |
| Working in confined spaces | <input type="checkbox"/> | Bending / Squatting / Kneeling | <input checked="" type="checkbox"/> |
| Working outdoors | <input type="checkbox"/> | Manual cleaning /domestic duties | <input type="checkbox"/> |
| Agricultural / gardening work | <input type="checkbox"/> | Food Handling | <input type="checkbox"/> |

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| Work requiring respirators or masks | <input type="checkbox"/> | Rotating shift work or night work | <input type="checkbox"/> |
| Work requiring hearing protection | <input type="checkbox"/> | Driving Duties HGV / LGV/ <i>Milkmen / Deliveries services</i> | <input type="checkbox"/> |
| Work with skin irritants / allergens / respiratory irritants/fine particles | <input type="checkbox"/> | Any other driving duties | <input type="checkbox"/> |
| Significant use of computers | <input checked="" type="checkbox"/> | Using restraint | <input type="checkbox"/> |
| Working with children or vulnerable adults | <input checked="" type="checkbox"/> | High mental stress content | <input type="checkbox"/> |
| Permanent night work | <input type="checkbox"/> | Physical / sport / leisure duties | <input type="checkbox"/> |
| Lone working | <input type="checkbox"/> | Regular walking on uneven ground | <input type="checkbox"/> |
| Working with challenging behaviours | <input type="checkbox"/> | | |
| Other main physical activities not listed above | | | |
| 12. Safety Critical Posts | | | |
| <p>A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.</p> <p>A safety critical post is one that is likely to be exposed to:-</p> <ul style="list-style-type: none"> • Noise (e.g. gardeners using mowers and highways road workers) • Vibration <ul style="list-style-type: none"> ○ Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers) ○ Whole body vibration (e.g. tractor drivers) • Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians) <p>Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.</p> | | | |
| Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| 13. Language Requirements | | | |
| <p>Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:</p> <ul style="list-style-type: none"> • The employee will work in a customer-facing role. • The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role. • The employee requires a command of spoken English, to enable the effective performance of the role. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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