



Trainee Educational Psychologist Description of role, duties and responsibilities

Catalyst Psychology Community Interest Company

Catalyst Psychology Community Interest Company is a social enterprise. This means it is a business that operates primarily for social impact. Like any other business, Catalyst Psychology needs to be commercially successful which means the Company aims to make a profit. However, any profits are re-invested for the direct benefit of the communities we serve. We have no shareholders and our Directors work on a voluntary basis. They receive no monetary benefit or benefits 'in kind'.

Catalyst Psychology earns most of its income through providing publicly funded services to schools. Some of its work is commissioned by other public bodies and some work is funded by grants. The Company does not undertake privately funded work.

The objectives of the Company, as set out in its governing document are:

- To carry on activities which benefit the community and in particular to promote and deliver psychological services to improve outcomes for children who experience barriers to learning and participation.
- In addition, the Company will seek to improve educational and employment opportunities for young people by contributing to training and experience for applied psychologists.
- If the company makes any surplus it will be used for: 1) developing the evidence base for effective interventions and 2) supporting the training of child and educational psychologists

Context

Catalyst Psychology is an Educational Psychology Service that provides high quality psychological services primarily within the City of Manchester. Our team comprises: our Directors, Administrative Staff, Managers, Assistant Psychologists, Educational Psychologists and Partner Psychologists.

As a Service we:

- value being part of a team and recognise the importance of collective responsibility;
- recognise the importance of relationships because effective relationships are the vehicle through which change happens;
- are committed to a social justice perspective in our work.

Our mission statement

Everything we do grows out of our passionate belief in social justice and social inclusion. All children are wonderful. We believe in creating opportunities for them to enjoy their learning and to fulfil their potential. We do this by working collaboratively to get the best for children and their families. We deliver psychology that is accessible, makes sense and promotes positive change.

Values and behaviours

The values and behaviours we seek from our team include:

Being Open

This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being Supportive

This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being Positive

Being positive and helpful means, we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Organisational responsibilities

All members of the organisation are expected to participate in and contribute to these common organisational responsibilities:

Financial management

To contribute to the sustainability of the business by ensuring that services are delivered on time and within budget, in accordance with the annual delivery plan

Equality and diversity

To promote a society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice, in accordance with our anti racist statement

Leadership

To take responsibility for fulfilling your duties and responsibilities to the best of your ability. To promote high standards of work and behaviour and to contribute to performance and development review processes to ensure continuous learning and improvement and to increase organisational performance.

Confidentiality

To work in a way that does not divulge personal and/or confidential information and to follow the Company's policies and procedures in relation to data protection and security of information.

Climate change

To contribute to our responsibilities in relation to climate change by considering and limiting the carbon impact of activities during the course of our work wherever possible.

Health, Safety and Wellbeing

To take responsibility for health, safety and wellbeing in accordance with Catalyst's health and safety policy and procedures.

Post title	Trainee Educational Psychologist
Grade	Catalyst Pay Scale Points 4 - 7 (equivalent to Soulbury TEP Scale Points 2 – 5)
Reporting to	Principal Educational Psychologist and/or Deputy Principal and/or Senior EP
Location	Schools and other settings as required. Hybrid working applies to this position with access to an administrative base and meeting space at The Old Parsonage, Stenner Lane, Didsbury
Disclosure and Barring Service (DBS)	This post is subject to an enhanced disclosure

Main purpose of the role

The Trainee Educational Psychologist is a role designed to enable educational psychologists in training, on a recognised university training course, to fulfil the practice placement requirements of their training programme. All work to be carried out under the supervision of an experienced HCPC registered senior educational psychologist.

The main purpose of the role is to contribute to:

- the core objective of the Company to deliver a high quality psychological service in line with our strategic vision and mission statement;
- the improvement of educational and employment opportunities for young people by contributing to training and work experience for applied psychologists;
- developing the evidence base for effective interventions.

Role description

Delivering the service:

The Trainee EP will contribute to the core service delivery by:

A) Developing and delivering psychological consultation in schools and the wider community:

- providing a consultation-led psychological service to schools and other settings;
- planning, developing and managing workload in schools and other settings via a clear commissioning process;
- promoting models of applied psychology and good practice that will facilitate the optimal psychological development of children and young people;
- working in partnership with service users to support schools and settings in maximising effectiveness, raising standards and planning appropriate interventions at school and individual levels;
- working collaboratively in association with local multi-disciplinary teams in support of schools and settings in their development of inclusive educational practice;

- contributing to multi-agency work, including the provision of specialist advice and guidance within agreed processes;
- ensuring that any concerns in relation to safeguarding and/or child protection are reported to the designated person in line with the Company safeguarding policy. It is an expectation of the post that Safeguarding and Child Protection training will be undertaken.

B To undertake direct work with pupils with additional needs/barriers to learning, and their teachers and families:

- working within a framework of consultation and liaison with schools and other partners, to engage in direct work with individuals, groups or organisations that will support the learning and psychological development of children and young people experiencing barriers to learning and social and emotional development;
- providing a psychological perspective to assist in developing understanding of the needs of individual children and young people;
- using validated, evidence-informed models of psychological assessment and intervention, based on effective hypothesis generation, to effect positive change;
- where commissioned to do so, providing Statutory Advice as part of the statutory assessment of special educational needs to the commissioning Local Authority, in line with regulations and requirements set out in legislation and in the SEN Code of Practice. Agreement to share statutory work, in supervision, with supervising educational psychologist for quality assurance before submission.
- providing, as appropriate, and where commissioned to do so, psychological input to child protection and safeguarding procedures.

C To challenge and support schools as part of school improvement:

- working in partnership with colleagues, to engage in effective psychologically based interventions in schools;
- promoting and facilitating the development of inclusive practice and its links with school and setting improvement, to improve educational outcomes for all pupils, especially those who are vulnerable and/or have additional educational needs.

D To deliver training/continuing professional development:

- preparing and delivering training and CPD activities to schools and other partners in order to promote the application of psychology in a wide variety of settings.

Developing the service:

The TEP will make a contribution towards the policy, planning and meeting of performance targets by:

- contributing to effective methods of data collection, collation and analysis in line with Company guidance on information management and governance;
- contributing to the systematic monitoring and evaluation of company performance, collecting and providing relevant information as required;
- developing an area of interest, in line with university requirements and Company priorities;

Improving standards and outcomes:

The TEP will make a contribution to the evaluation of service delivery across all aspects of the service's functions by:

- using supervision to develop skills and competencies in line with the Standards of Proficiency (SOPS). TEPS should take responsibility for ensuring their attendance and monitoring through three-way meetings with university tutors and supervising educational psychologist(s).
- participating in supervision, induction, personal performance and development processes using the university SOPS and monitoring processes, and any other monitoring identified through the supervision process
- taking an active part in performance management systems, for example maintaining accurate and timely records of services delivered;
- taking responsibility for quality assurance within their service delivery areas so that the highest standards of service are delivered and maintained;
- making good use of supervision, reflecting on practice and bringing appropriate issues to supervision.

Management and administration:

The TEP will work effectively with their supervising psychologist(s) to manage resources by:

- ensuring that all assigned work is delivered on time, within budget and to the expected standard

Leadership:

The TEP will:

- develop their ability to reflect on practice
- develop an understanding of their own areas for development
- develop an openness to learning from others through joint work and supervision
- work towards increased autonomy as a TEP, including becoming the lead link educational psychologist to a number of settings
- work collaboratively with other members of the Catalyst team as required
- take the lead in ensuring that the University requirements for completion of the Doctorate in Educational Psychology are met, including the ITEP requirements and recommendation regarding the range of case work and placement assessment expectations necessary to complete the Professional Portfolio as detailed in the Practice Placement Handbook.

- use the 20% administration/trainee adjustment time to undertake activities such as induction, shadowing, joint working, visits to provisions and other non-chargeable activity.

Equal opportunities:

The TEP will contribute to the development of the service's commitment to equal opportunities by:

- developing an awareness of their own behaviour and contributions to group work
- developing an awareness of the practical application of the service's commitment to anti racist practices
- contributing to policy and practice in developing a neurodiversity affirming organisation

The above examples include current areas of focus but our commitment to equal opportunities is not limited to specific named aspects.

NOTE

This job description is designed to help the post holder understand the duties and responsibilities of the post. The postholder will be expected to undertake any duties which may reasonably fall within the level of responsibility and competence of the position as directed by your manager.

Dated: 06/06/2025