

## Educational Psychologist

REQ17618

**As part of the University's ongoing commitment to redeployment, please note that this vacancy may be withdrawn at any stage of the recruitment process if a suitable redeployee is identified.**

### School/Department summary

The Counselling and Disability Service (CDS) provides support, advice and guidance to students with a wide range of disabilities and emotional needs.

The post is located within Study Support Service, which is part of the Counselling and Disability Service. Specialist tutors in the service deliver specialist 1:1 study skills support to students with study skills recommended in their Disabled Student's Allowance (DSA) package. This includes students with specific learning differences; mental health concerns; autistic spectrum condition, long term health conditions and physical and sensory impairments. The support offered by the Study Support Service is student-centred and designed around individual academic needs. The development of student metacognition is central to the service and the service works within a social model of disability.

Specialist tutors offer a screening service for students which involves an in-depth interview to identify indications of: specific learning differences, autistic spectrum conditions, mental health issues, general learning issues. Students are then, where appropriate, referred on for further specific assessment.

The team works closely with colleagues in other teams within the Counselling and Disability Service.

### Job Description

#### Job Grade:

Management and Specialist. Grade: 7

#### Job Purpose:

To work alongside the professionals of the Study Support Service to offer full assessment for Dyslexia/SpLD for eligibility for Disabled Student's Allowances (DSAs) for post-16 higher education.

It is expected that the successful candidate will be responsible for the choice of a range of possible tests in order to ensure they are able to consistently conduct high quality diagnostic assessments for 3 days a week at the university in Loughborough and then work flexibly from home for 2 days per week when writing the reports.

#### Job Duties:

- Conduct and provide full diagnostic assessment for SpLD (dyslexia, dyspraxia, AD[H]D, dysgraphia, dyscalculia, etc.) for eligibility for Disabled Student's Allowances (DSAs) for post-16 higher education.
- Be responsible and accountable for making professional choices within the HE framework for post-16 diagnostic assessments as to which, and how many, test procedures to undertake with a student to ensure a range of specific learning differences are accounted for (including, but not exhaustive of: dyslexia, dyspraxia, AD[H]D, dyscalculia and dysgraphia).

- Ensure the consistent quality of all reports produced.
- Provide full written quality-assured reports in a timely manner.
- Attend, and contribute to, in-house service meetings and lead on any issues specifically related to the diagnostic assessment process.
- Contribute to, and on occasions lead, a team of co-professionals in a project activity identified for cross-professional research and development.
- Continue personal CPD and identify any practice developments to inform line manager.
- Where requested, contribute to wider university CPD by developing and presenting workshops

## **Points To Note**

The purpose of this job description is to indicate the general level of duties and responsibility of the post. The detailed duties may vary from time to time without changing the general character or level of responsibility entailed.

Administrative support (e.g. for making appointment bookings for students) will be provided by the Study Support Service administrative team

## **Special Conditions**

All members of staff have a statutory responsibility to take reasonable care of themselves, others and the environment and to prevent harm by their acts or omissions. All members of staff are therefore required to adhere to the University's Health, Safety and Environmental Policy & Procedures.

All members of staff should hold a duty and commitment to observing the University's Equality & Diversity policy and procedures at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and University policies/procedures.

Successful completion of probation will be dependent on attendance at the University's mandatory courses which include Respecting Diversity and, where appropriate, Recruitment and Selection.

## **Organisational Responsibility**

Reports to the Manager, Study Support Service

## Person Specification

Your application will be reviewed with respect to meeting the essential and desirable criteria listed below.

Your application will be reviewed against the essential and desirable criteria listed below. Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

- 1 – Application
- 2 – Test/Assessment Centre/Presentation
- 3 – Interview

### Essential Criteria

Area	Criteria	Stage
Experience	Experience of conducting and writing diagnostic assessments for SpLDs for DSA in post-16 higher education context (which includes, but is not exhaustive of, dyslexia, dyspraxia, AD(H)D, dyscalculia)	1, 2
	Experience of working alone to deadlines	2
Skills and abilities	Excellent oral/written communication skills	1,3
	Excellent interpersonal skills	2,3
	Ability to self-manage demands and to meet competing priorities and deadlines	2,3
	Ability to effectively work independently and within a team	1,2,3
	Ability to self-motivate	2,3
	Ability to work within a busy team of professionals	2,3
	Ability to initiate and complete administrative tasks to a deadline	2,3
Knowledge	Knowledge of legislation governing disability and SpLD assessments	1,2
	Knowledge of the range of tests and how they are administered for diagnostic assessment for SpLDs (including dyslexia, dyspraxia, ADHD, dysgraphia, dyscalculia)	1,2
	Knowledge of format of report for DSA purposes	1
	Knowledge of identifying indications of mental health concerns and the appropriate pathway for referral	1,2
	Working knowledge of legislation in relation to data protection and equality laws	2
Training	Commitment to own continuing professional development	1,3
Qualifications and Professional Membership	An undergraduate degree in psychology or a completed BPS accredited conversion course	1
	A BPS accredited Doctorate in educational psychology.	1
	Chartered member of BPS	1

	HCPC Registered Practitioner Psychologist	1
Equality and Diversity	Evidence a good working knowledge of equal opportunities and understanding of diversity in the workplace	1,2
	Commitment to observing the University's Equal Opportunities policy at all times.	2,3
	Commitment to working within the Equality Act 2010.	1,2
Other	Commitment to student confidentiality within the remit of the Counselling and Disability Service and legal requirements under Data Protection Acts 1998 and 2003	2,3
	A social model approach to disability and neurodiversity	2
	A full awareness of, and commitment to, confidentiality of work	1,2,3

### Desirable Criteria

Area	Criteria	Stage
Experience	Experience of working in a higher education context	1,2,3
	Experience of writing and developing resource materials for staff and students	1,2
	Experience of delivering presentations	1,2,3
	Experience of identifying indications of mental health concerns	2,3
Knowledge	Some knowledge of autistic spectrum condition	2
Skills and abilities	Ability to present to/facilitate groups	2,3
Training	National Autistic Society training basic modules	1

### Conditions of Service

The position is open ended for 41 weeks per year, (working full time), term time, and equates to 0.8FTE.

Salary will be on Management and Specialist Grade 7, (£39,324 - £46,924) per annum, at a starting salary to be confirmed on offer of appointment.

Work will be undertaken during university term times.

The appointment will be subject to the University's normal Terms and Conditions of Employment for Academic and Related staff, details of which can be found [here](#).

The University is committed to enabling staff to maintain a healthy work-home balance and has a number of family-friendly policies which are available at <http://www.lboro.ac.uk/services/hr/a-z/family-leave-policy-and-procedure---page.html>.

We also offer an on-campus nursery with subsidised places, subsidised places at local holiday clubs and a childcare voucher scheme (further details are available at: <http://www.lboro.ac.uk/services/hr/a-z/childcare-information---page.html>)

In addition, the University is supportive, wherever possible, of flexible working arrangements.

We also strive to create a culture that supports equality and celebrates diversity throughout the campus. The University holds a Bronze Athena SWAN award which recognises the importance of support for women at all stages of their academic career. For further information on Athena SWAN see <http://www.lboro.ac.uk/services/hr/athena-swan/>

### **Informal Enquiries**

Informal enquiries should be made to Dr Karisa Krcmar, Manager Study Support Service by email at [k.krcmar@lboro.ac.uk](mailto:k.krcmar@lboro.ac.uk) or by telephone on 01509 222670

Application Closing Date: **30 August 2017**