

Person Specification

1. Qualifications

Essential:

- Doctorate in Educational Psychology (or equivalent recognised by HCPC)
- Registration with the Health and Care Professions Council (HCPC)
- Eligibility for membership of the British Psychological Society (BPS)

Desirable:

- Additional training in specialist areas (e.g. therapeutic approaches, neurodevelopmental assessment, supervision)
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2. Experience

Essential:

- Experience of applied educational psychology practice with children and young people (0–25)
- Experience of assessment, formulation, and intervention
- Experience of working collaboratively with schools, families, and multi-agency professionals
- Experience of consultation-based approaches
- Experience of writing clear, high-quality psychological reports

Desirable:

- Experience in a traded or independent practice context
 - Experience contributing to statutory processes (e.g. EHCPs)
 - Experience delivering training or workshops
 - Experience working with complex and diverse needs
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3. Knowledge

Essential:

- Strong understanding of psychological theory relating to learning, development, and wellbeing
- Knowledge of SEND systems and relevant legislation (e.g. SEND Code of Practice)
- Understanding of evidence-based approaches and interventions
- Knowledge of safeguarding and child protection

Desirable:

- Understanding of systemic and organisational approaches
 - Awareness of culturally responsive and inclusive practice
 - Interest in innovative and evolving models of service delivery
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4. Skills and Abilities

Essential:

- Excellent interpersonal and communication skills
- Ability to build trusting, collaborative relationships
- Strong consultation and problem-solving skills
- Ability to work independently and manage a flexible caseload
- High standard of written communication and report writing
- Ability to prioritise and manage time effectively
- Reflective and thoughtful practitioner

Desirable:

- Training delivery and facilitation skills
- Supervision or mentoring skills
- Confidence using digital tools for remote working

5. Personal Qualities

Essential:

- Strong commitment to improving outcomes for children and young people
- Alignment with a person-centred, strengths-based approach
- Flexible, responsive, and adaptable
- Collaborative and relational in working style
- High levels of integrity, professionalism, and ethical awareness
- Resilient, reflective, and solution-focused

Desirable:

- Interest in contributing to the growth of a small practice
- Creative and proactive approach to problem-solving
- Willingness to innovate and try new approaches

6. Other Requirements

Essential:

- Commitment to ongoing CPD and professional development
- Enhanced DBS clearance
- Ability to travel to schools and settings as required

Desirable:

- Full UK driving licence and access to a vehicle

What Makes This Role Different

Working at Futures in Mind offers:

- A **relational, flexible way of working**, rather than a purely statutory model
- Opportunities to shape and develop areas of practice
- A strong emphasis on **meaningful impact over process-driven work**
- A supportive, reflective, and collaborative team culture
- The chance to contribute to a growing and evolving service

Professional Expectations (Soulbury Alignment)

- Engagement in professional supervision and peer support
- Commitment to high standards of practice consistent with Soulbury conditions
- Active participation in continuing professional development
- Contribution to service development, evaluation, and innovation
- Adherence to HCPC and BPS professional standards