

Doncaster Educational Psychology Service (EPS)

Professional Development

We have Team Meetings about twice per month for 1.5 hours. There is a rota for chair, minute taker and timer with all members of the EPS encouraged partake in these roles. You will have the opportunity to see how team members engage in this role before you have a turn. There is no one single style that is employed! There is an agenda for each meeting which anyone can add an item.

For the 45 minutes prior to the Team Meeting we hold Peer Supervision Meetings where, we aim, to use different models of supervision, eg, Solution Focused Circles. Please feel free to contribute with your own experiences of applying supervision models or any University is expecting you to explore.

In addition, we have Continual Professional Development (CPD) days every 2-3 months.

Assistant Educational Psychologists

Being an Assistant Educational Psychologist (AsEP) in Doncaster

AsEPs are a valued and essential part of our team, providing vital support to EPs and settings. Our AsEPs in Doncaster *'assist us'* and are not *'assistants to us'*. If you are new to Doncaster, here is a breakdown of your day to day duties within the role and what is not part of your role:

You will be expected to:

- Attend team meetings, peer supervision and CPD days
- Attend PPMs and CSs for your area
- Carry out any form of assessment you have experience of (except for cognitive assessments where you will need to be supervised by an EP)
- Take part in case consultations with EPs
- Observe CYP, take their views
- Provide clear and concise records of involvement (ROI) from setting visits and pieces of work
- Complete SIRs for any setting involvement
- Carry out research and evaluation such as of interventions
- Carry out interventions in settings
- Review literature for research
- To complete admin tasks equivalent to EPs
- To support in developing training
- Contribute to Statutory Advice in terms of information gathering only
- Feedback to EPs about school effectiveness challenges
- Engage in 1:1 supervision (Face to Face and/or through IT/PDR processes with line manager)
- Sit on SEND Panel (once you have had shadowing, co-working and one independent supported attendance) – refer to competency grid at the end of this document

Assistants will not be expected to:

- Complete Statutory Advice independently or to write statutory reports
- Complete large admin tasks for EPs – admin tasks carried out by AsEPs for EPs should be to support in joint working
- Consult with setting Senior Leadership Teams (SLT) regarding individual and whole setting matters outside of completing research and/or feeding back intervention outcomes
- Complete pieces of work without shadowing, completing joint working and have had, at least, one instance of independent supervised work (please see table)
- Attend Panels without appropriate support (refer to competency grid)

Doncaster Educational Psychology Service

Trainee Offer!

We love to have Trainees in Doncaster; many members of the team are recent graduates who have contributed to the recent changes in the service. Those that are not recently qualified have recently supervised. We consider Trainees as a valuable member of the team, as individuals coming to us with considerable prior knowledge and education and we welcome their contributions and enthusiasm. Please find a section below for each year of your training, outlining what you can expect during your time here in Doncaster.

Year 1 Trainees

Year 1's on their observation placement at Doncaster will be doing exactly that: Observing and receiving supervision, of course! We are a small service so do try to observe each of us in your placement days if you can - it will help with your development.

As a Year 1 trainee on your 'long placement' we want you to have a broad experience to further your knowledge, better understand the EP and get those competencies! What we also want to do is prioritise your well-being. You will be provided with supervision from a qualified EP. In your first week, you will spend some time looking over the policies and complete online training to work in Doncaster. You will get a lanyard badge and laptop allocated to you for your time with us.

You will be allocated to the Area in which your supervisor works (let us know if there is a location that is better for you, eg, based on where you live, and we will try to accommodate this).

During your first term, you will carry out observations of your supervisor and any other EP's work within settings, at PPMS and attendance at SEND panel. A timetable will be put together showing different EP's pieces of work from which you can choose from to get your experience. After the Easter break, you will begin to complete joint work and some independent report writing, all of which will be checked by your supervisor. If you feel you would like to carry out more independent work, let us know, we know some of you will have vast experience!

Over the summer term, you may work on pieces of Statutory Advice, alongside EPs, in a similar way to AsEPs, eg, gathering information, carrying out assessments. The amount of independent work will increase dependent on the items within your competencies which you have already covered (see competency grid).

It will not be the situation that you 'cover' a Pyramid of schools as all Pyramids are covered by a qualified EP already.

Year 2 Trainees

As an EPS which includes several newly qualified EPs, we know that Year 2 can be rather daunting. To support you with this Year 2 at DMBC EPS is now graduated:

- If you have had your Year 1 Long Placement with us then in September you will join the PPMs and allocated work from across the Area. This will continue to be joint working, with an EP, for the first 6 weeks. Following this period more independent work will be expected that is appropriate to your level of competency.
- If you are new to DMBC EPS in Year 2, then the first 6 weeks you will shadow members of EPS including attending PPMs, Panels, etc, in order to learn the processes. You will, then, engage in joint working and compiling ROIs.

It will not be the situation that you 'cover' a Pyramid of schools as all Pyramids are covered by a qualified EP already.

After Christmas, you will be given the opportunity to work more independently in your Area provided you have completed shadowing and joint working (see competency grid, e.g., attending SEN Support Planning – ADPR, observation, assessment).

After Easter, you may be allocated complex casework in order to extend your experiences and meet those all-important competencies for your doctoral studies.

Year 3 Trainees

If you are new to DMBC EPS in Year 3, then the first 6 weeks you will shadow members of EPS including attending PPMs, Panels, etc., in order to learn the processes. You will, then, engage in joint and compiling ROIs. Following this, you will be expected to take work delegated to you from EPs (provided you have experience of it - see competency grid) to complete independently. You will be expected to write and complete Statutory Advice independently, however, it will always be proof read by a qualified EP. You will be expected to take a turn at attending SEND Panel or Primary/Secondary Inclusion Panel. You will be supervised by your Supervisor (or the EP who has allocated a specific piece of work) and you should attend peer supervision where, for example, cases can be shared for advice on ways forward.

It will not be the situation that you 'cover' a Pyramid of schools alone as all Pyramids are currently covered by a qualified EP already.

We know all too well the challenge that is writing a thesis and working as a TEP so, please, let your Supervisor know what support you need. We will limit the amount of Statutory Advice you receive in order to help you do as best you can with your thesis. In terms of topics, Doncaster is welcoming of any valuable pieces of research and we do not stipulate your topic. We are happy to discuss your ideas and what motivates you within the Service. We have a team who have diverse experience in research, from ELSA to Disability to Behaviour. When your thesis is complete, we would love you to share your findings with us at one of our CPD days! If you it can be of support to you, you are welcome to share your research findings at one of the EPS meetings or CPD Days in preparation for your viva.

Essentially by the end of Year 3, we want our Trainees to feel they are working as an EP and are ready for their next chapter, with a varied and valuable experience.

Meeting Different Needs

If you are a trainee with additional needs (such as disability or chronic illness) it would be very helpful to share your learning plan from the University, if you have one. If you do not have one, we will do our best to meet any needs you share with us ensuring, wherever possible, reasonable adjustments are met. Staff in our Service have previously used voice recognition software as an example of making reasonable adjustments.

Further to this, if you suspect that you or your work might be affected by life events, e.g., family issues such as illness, bereavement, please speak with your Supervisor to receive support in terms of workload. We will be able to help.

If you have a faith that means you require amendments to your workload or attendance at work at specific times of the year, please share this with your Supervisor so that we can support you. We welcome and include people of all cultures.

If you are LGBTQ+ and wish to share any requirements you have around your gender identity, please let us know. We want to support you, e.g., asking us to use correct/preferred pronouns.

We practice what we preach: Our service is an inclusive space to explain any needs you may have. These will be taken seriously and respected.

Competency Grid example

| Activity | Observed | Joint worked | Worked independently once | Fully independent (with supervision) |
|----------------------------|----------|--------------|---------------------------|--------------------------------------|
| Observation | X | | | |
| Dynamic Assessment | X | X | | |
| Attending Panel | | | | |
| Psychometric Assessment | X | X | X | |
| Consultation with a parent | X | X | X | X |

NB: The competency grid shows types of activities which would align with your university competencies. A box is checked each time you have carried out a piece of work. The example above shows a Trainee who is not confident in 'Observation' but has had experience of 'Consultation with a Parent' to a level that they can now work independently. The list above is not exhaustive.