



---

## CPD profile

**1.1 Profession: Assistant Principal Educational Psychologist**

**1.2 CPD number: CPD1234**

## 2. Summary of recent work / practice

Since 2014 I have been Assistant Principal Educational Psychologist (APEP) for X City Council, working full-time. In this capacity I manage a team of two educational psychologists, a clinical psychologist, two assistant educational psychologists and two trainee educational psychologists.

The service has developed a local consultation service, where two psychologists attend pre-booked, hour-long problem solving sessions usually including parents/carers and school representatives. The team is divided into two operational units covering separate geographical areas, and there is a high level of collaborative work such as a complex cases team.

All of the EPs have developed additional specialist responsibilities beyond their generic role and provide peer support to their colleagues.

During my tenure as Assistant Principal Educational Psychologist I have led the development of the team from a traditional Time Allocated Model to a traded model of service delivery where schools commission our service. This has achieved an 87% satisfaction rating in a bi-annual customer satisfaction survey.

My role involves leading service development, supervision of staff, personal casework and attendance at local consultation meetings in the community.

I represent the Educational Psychology perspective on the Moderation Panel for Statutory Assessment, the Adoption Panel, the Emotional Well-Being Strategy Group, the Council's Scrutiny Committee, The Exclusions Appeal Panel, ASD Filter Group, and the Children's Services Extended Management Team.

I have a more strategic role on the Pathfinder for SEN and the Disabled Children's Strategy Board. On a regional basis I am part of the Regional Principal Educational Psychology Group, as the Principal Educational Psychologist post has been vacant for nine months.

The above roles mean that I am in regular working contact with children, parents, school staff, social workers, educational and clinical psychologists, other professionals, middle managers, strategic managers, councillors, voluntary bodies (such as Parents' and Carers' Association) and fellow managers of EPs.

As APEP I also have a role in presenting a psychological perspective to the Local Authority, examples of which include managing stress, and quality control of therapies and interventions.

I am also a Critical Incident Consultant for another Local Authority. These authorities have set up multi-disciplinary Critical Incident Response Teams who are available to respond to nurseries, schools and colleges who have suffered a child death or other trauma. I have developed the role locally and have been called upon to advise on the management of child deaths and other traumas and have been part of the Regional Emergency Planning Group.

I have developed the skills of educational psychologists within the EPS in responding to local incidents, provide supervision for them and have produced a Critical Incident Management Handbook.

My role is to provide professional supervision, advice and guidance and to train newly recruited staff. I have also been involved in the development of their guidance materials. I regularly attend training sessions and run roleplays of possible scenarios. In this capacity I work with educational psychologists, social workers, advising teachers, youth workers, administrators and senior officers.

### **3. Personal statement**

**Standard 1: Registrants must maintain a continuous, up-to-date and accurate record of their CPD activities.**

A document developed within the Educational Psychology Service is currently used to record and maintain a log of my CPD activities for that year (see Evidence Number 1). This log enables me to record the date, timing and reflections / next steps related to each activity I have undertaken. It allows consideration of how each CPD activity has contributed to the quality of my practice and service delivery, and encourages me to think about what was the benefit, direct or indirect, to my service users. The log also provides ongoing consideration of my own development needs for the upcoming year in relation to the whole-service CPD needs. I update the log on a half-termly basis and it is stored electronically on my computer system.

**Standard 2: Registrants must demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice.**

CPD planning sheets were developed within my service which are used by psychologists to plan their CPD for the upcoming year. Learning needs are identified within supervision, and the planning sheet is used at the first supervision for each academic year (see Evidence Number 2).

The CPD planning approach allows me to identify my own needs, and how these link with the needs of the service as a whole, to ensure that my CPD impacts positively upon service delivery.

I receive half-termly peer supervision with a Senior Psychologist which allows me to reflect upon my learning needs & discuss any particularly complex cases I am dealing with. I also attend group supervision sessions with three colleagues once per month.

I have attended a number of conferences and training days (see attached CPD log) which relate to my own areas of development (which are reviewed annually). I have also planned, and delivered training to Educational Psychology colleagues from other Educational Psychology Services at regional and national CPD events (see Evidence Number 4).

I also update my knowledge by accessing journal articles, particularly those from the Association of Educational Psychologists' Educational Psychology in Practice journal, the Division of Educational and Child Psychologists' Educational and Child Psychology and Debate.

**Standard 3: Registrants must seek to ensure that their CPD has contributed to the quality of their practice and service delivery.**

**Standard 4: Registrants must seek to ensure that their CPD benefits the service user.**

### **Developing my role as a Psychologist working with Young People who experience attention difficulties and hyperactivity**

The British Psychological Society's Division of Educational and Child Psychology sponsored a colleague and I within the Educational Psychology Service to carry out research to address the needs of children and young people who experience attention difficulties and hyperactivity. This involved an evaluation of a parenting intervention, 'The Nurtured Heart Approach'. Colleagues and I were trained in this approach (full-day training), which was delivered to 10 parents who have children experiencing attention difficulties and hyperactivity. The results have been accepted for publication in the Division of Educational and Child Psychologists' 'Debate'. They have also been presented at a national and regional conference.

This course has increased my awareness and ability to reflect upon the way in which I work with particularly this population of parents. I feel that I have greater understanding of my responsibilities when working in this area and I also have access to key guidance to inform my working practice. I now feel more confident in measuring progress for children and young people experiencing attention difficulties and hyperactivity. I also feel that I now have increased knowledge and understanding of how to help parents engage in parenting interventions. The training day will allow me to work with this particular population much more efficiently and effectively in the future.

I have also worked together with colleagues to develop a training package for other Educational Psychologists to deliver to school staff, which has been delivered to colleagues locally and also at a regional training event. This has increased the quality of my work in supporting children and young people with attention difficulties and hyperactivity and share good practice with colleagues (for a copy of the presentation please see Evidence Number 5).

### **Increasing my knowledge and skills in leadership skills**

As part of my CPD planning I identified that I needed to increase my knowledge, skills and confidence in leading and managing the Educational Psychology Service in which I work.

I attended eight training sessions delivered at the University of Central London. Each 3 hour session was in two halves, the first presenting some formal input with discussion, the second devoted to team coaching which focuses on specific leadership issues which course members and I were experiencing.

Recommended texts, such as “Leadership: All you need to know” by David Pendleton and Adrian Furnham (Palgrave, 2012) complimented the course well. Principal Educational Psychologists with significant experience and reputation added considerably to the value of the programme and my learning experience. This was a highly enjoyable and informative course providing me with a number of tools that I can use when leading and managing XXX Educational Psychology Service. By implementing the leadership and management tools that I have learned, I hope that our Educational Psychology Service will be able to deliver more streamlined, effective support to our service users. I have attached my notes from this training session (see Evidence Number 7).

These CPD activities are also relevant to my future work as I am now considering applying for the position of Principal Educational Psychologist.

### **Attendance at the DECP Annual Professional Development Event**

For the past five years, I have attended the DECP’s Annual Professional Development Event. This is a two-day conference which has a focus each year on a different theme. This year’s conference focused upon mental health. A particular workshop of interest at this year’s conference was the mental health needs of young offenders.

There are a number of factors that lead young people to offend including traumatic life experiences. Young people who offend are expected to engage with a range of youth offending services. Dr XXX highlighted the importance of young offenders having someone who will listen to them at these difficult times. The research study found that when such opportunities were afforded, key themes emerged. The young people tended to express a desire to avoid re-offending, transform their relationships with youth offending services and engage with them.

As a result of attending this workshop, colleagues and I within the Educational Psychology Service have designed a small-scale research project to explore how young offenders’ find it most helpful to engage with varying support systems.

(For the research project materials that I helped to develop please see Evidence Number 8). In time, we hope that this research project will allow us to develop novel, evidence-based approaches to supporting young offenders who access our service.

### **Being a member of the service working group for traded service delivery**

I have played a role within a small working group of four Educational Psychologists who met together to discuss and problem-solve some of the challenges that are inherent when working within a traded model of service delivery. This is at a time of integrated working with colleagues within the city council’s SEND Support Service. Many elements of this revised working model were discussed including ethical trading being a core construct within the Educational Psychology Service. We hoped that children would have equal opportunities to access the Educational Psychology Service regardless of which school they attend in the city. We wanted to ensure trainee educational psychologists, especially those in their first year of training, are protected from the pressures of their services being commissioned. We explored also how other SEND professionals (e.g. support teachers)

commission their services and how we can complement one another's skills; we encouraged increased collaborative working within a traded model whilst maintaining our distinct professional roles. I have attached the notes from the task that were presented at a service day (see Evidence Number 9).

The findings from this working group were shared with the rest of the EPS and enabled us to develop the current model within which psychology is delivered to children, young people and families within the City Council. Traded services pose a number of ethical challenges, yet the working group has tried to overcome some of these. We have promoted increased joint-working with colleagues within the SEND Support Service. Some solutions have also been sought to overcome the ethical challenges of schools commissioning EP services including developing positive relationships with relevant school staff and guiding them in the number of EP hours they may wish to commission. Year One trainees' work is not commissioned and Year Two and Year Three trainees have extended time to complete commissioned work. The changes brought about as a result of a traded model of service delivery bring about challenges, but the working group has enabled school staff to receive a quality service within the current context. This has resulted in children and young people being more likely to have their educational needs met.

(Maximum 1500 words)

#### 4. Summary of supporting evidence submitted

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD standard(s) that this evidence relates to
1	Your first piece of evidence should be a dated list of all CPD activities undertaken in the last two years'	Eg: '3 pages', 'print out of CPD activities'	Standard 1
2	<b>Team Development Days</b>	In the 2 year period there have been 7 TDD's (see agendas) and I have also included an example of the outcomes from the day (see attached).	1,2,3
3	<b>Regional Principal Educational Psychologists Group</b>  This regional group meets termly to provide mutual support and exchange views about educational psychology practice,	Agendas	1,2,3,4

	organisational changes and a range of national and local issues.		
4	<p><b>Critical Incident Support and Management</b></p> <p>a) <b>Professional debriefing around critical incidents</b></p> <p>b) <b>Providing management debriefing for X Team</b></p> <p>c) <b>Development of materials</b></p> <p>d) <b>Training for other services in Critical incident Management</b></p>	Casenotes; PowerPoint presentation; outline of training workshop; EPS Critical Incident handbook	1,2,3,4
5	<p><b>Strategic Role in LA SEN Policy</b></p> <p>a) <b>Response to the Green Paper on SEN</b></p> <p>b) <b>Development of SEN Strategy and Disabled Children's Strategy</b></p> <p>c) <b>Pathfinder – attendance at workshops and conferences</b></p>	Agendas; meeting minutes; Local authority Disabled Children's Strategy; presentation to SENCos; Presentation of a single assessment model	1,2,3
6	<p><b>Emotional Well-being Development</b></p> <p>a) <b>Steering Group</b></p> <p>b) <b>ASD pathway development</b></p>	Self-Harm training package	1,2,3
7	<p><b>The role of EPS in relation to Social Work Practitioners</b></p> <p>There has been a high turnover of social work staff in the authority and it has been subject to a highly critical OFSTED inspection. I have been tasked with doing some resilience building with social work staff which has included:-</p> <p><b>The impact of baby P serious case review</b></p> <p><b>Resilience training for SW practitioners</b></p> <p><b>Support work for residential care staff</b></p>	Summary of serious case review; Resilience-building workshop; profile of stress factors; professional risk taking approaches presentation.	1,2,4

8	<b>Development of the role of SEN expert in Exclusion Review Panels</b>  I was asked to develop the above role which has recently been introduced as part of the new discipline and exclusions legislation.	service guidelines	1,2,3,4
9	<b>Quality Control in Therapeutics/Interventions</b>	guidelines on Quality Control of therapies	1,2,4
10	<b>Risk Assessment in children presenting with sexualised behaviour</b>	Presentation	1,2,3,4
11	<b>Role of the EP on the Adoption Panel</b>  I was asked to become a member of the Local Adoption Panel and, as the first Educational Psychologist to attend, have developed this specific role, and the panels have been observed by 3 of my EP colleagues.		1,2,4

### 5. Evidence 1: Dated list of all CPD activities

The easiest way to prove that you have kept a record of your CPD is to send us a chronological list of all CPD activities completed within the audit period. We suggest that this be in the form of a simple table, which includes the date and a brief description of activities completed. You can use this template and add more rows to the table below, or produce it in your own format if you wish. Please explain any gaps of three or more consecutive months.

<b>Date CPD activity completed</b>	<b>Brief description of CPD activity</b>	<b>Evidence</b>
Jan 2015	Attendance at DECP annual CPD event.	Attendance certificate
Jan 2015	Presentation of paper on Nurtured Heart Approach at DECP event, Stratford on Avon.	PowerPoint presentation
March 2015	Received Educational and Child Psychology journal	Copy of cover
March 2015	Read British Journal of Educational Psychology	Copy of cover
June 2015	Attendance at DECP event "Anxiety, Autism and Attachment"	Attendance certificate

June 2015	Received Educational and Child Psychology journal	Copy of cover
June 2015	Read British Journal of Educational Psychology	Copy of cover
September 2015	Submitted draft for new publication "In Focus – Supporting Parents"	Journal
September 2015	Read British Journal of Educational Psychology	Copy of cover
October 2015	Contributed to service open day for psychology. Talked to interested students and potential students.	Letter of thanks.
September 2015	Received Educational and Child Psychology journal.	Copy of cover
December 2015	Read British Journal of Educational Psychology	Copy of cover
December 2015	Received Educational and Child Psychology journal.	Copy of cover
Jan 2016	Delivered paper at DECP annual CPD event, Bristol.	PowerPoint presentation
Jan 2016	Attendance at DECP annual CPD event, Bristol.	Attendance certificate.
March 2016	Read British Journal of Educational Psychology	Copy of cover
March 2016	Received Educational and Child Psychology journal	Copy of cover
June 2016	Read British Journal of Educational Psychology	Copy of cover
September 2016	Received Educational and Child Psychology journal.	Copy of cover
September 2016	Read British Journal of Educational Psychology	Copy of cover
November 2016	Worked with 2 EPs to prepare seminar on Attention Difficulties for DECP CPD event	PowerPoint presentation
December 2016	Read British Journal of Educational Psychology	Copy of cover
December 2016	Received Educational and Child Psychology journal.	Copy of cover
December 2016	Prepared DECP CPD seminar for presentation on Young Offenders	PowerPoint presentation