

Pen Profile for Schools – The Educational Psychologist Role



Who am I?

My name is Alex and I am a chartered and HCPC registered Educational Psychologist (EP). A former qualified teacher in both mainstream secondary and specialist schools, I now work for a local authority EP service 3 days a week, and through GPS 2 days a week.

Through GPS, I specialise in the areas of childhood trauma, family support (e.g. for parents/carers and siblings of children with additional needs) and psychological supervision. I am also passionate about positive psychology (aka the science of happiness) to promote student, staff and family wellbeing.

Please visit my [website](#) to find out more [about me](#) and my ways of working, and the [services](#) I offer.

What is an Educational Psychologist (EP)?

EPs apply psychology to education to help promote positive change for children and young people (CYP), their families, schools, and professionals.

Where do EPs work?

EPs work across a range of settings, including the family home, pre-school/nurseries, primary and secondary schools, specialist schools, and sixth forms/colleges.

I am especially passionate about working within specialist settings, particularly with schools and school staff who support CYP with SEMH needs.

Who do EPs work with?

EPs work with CYP (ages 0-25, but most often ages 3-18), family members (e.g. parents/carers, siblings and grandparents), and school staff (e.g. SENCos, teachers and TAs). We also liaise with other professionals and agencies, such as social workers, clinical psychologists, speech and language therapists, and occupational therapists.

What is the EP role?

The EP role usually falls broadly within the 5 core areas of consultation, assessment, intervention, training and research:

- **Training:** EPs can deliver training in areas related to CYP, family, staff and/or school development. For example, I offer training in the area of trauma and attachment, including the [Neurosequential Model in Education](#) (NME); a trauma-informed approach supporting regulation, relationships, and readiness for learning.
- **Workshops:** EPs might deliver workshops to groups of children, school staff, or family members. For example, I run events for [siblings of children with additional needs](#) and I'm hoping to set up a parent/carer support group in the future. EPs may also run mindfulness or anxiety management workshops.

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- **Consultation:** EPs can facilitate reflective consultations with key adults (e.g. family or school staff) for individual CYP, staff, or whole school issues, either face-to-face, or via video or telephone. I am trained in joint problem-solving processes, consultation models, and person-centred planning approaches, such as [circle of adults](#), [PATHs](#) and [MAPs](#).
- **Supervision:** EPs can offer psychological supervision sessions for individuals or groups of staff members. Supervision provides a safe space to support the development of staff knowledge, skills, confidence, reflective practice and wellbeing. For example, I am involved in NME, ELSA (emotional literacy support assistants) and wellbeing supervision sessions for staff.
- **Assessment:** EPs may work with CYP directly and carry out assessment work individually or via their team of key adults (please see below for further information).
- **Intervention:** EPs can recommend, as well as deliver, evidence-based strategies and interventions to students. For example, this may include individual therapeutic work (e.g. emotional literacy or regulation work), or group peer interventions (e.g. circle of friends).
- **Research:** EPs may be involved in research or evaluation projects. For example, I help supervise masters and doctoral research projects exploring sibling school outcomes and experiences at the University of Southampton.
- **Additional responsibilities:** EPs are also involved in areas such as report writing, attending various meetings (e.g. annual reviews, CLA reviews, PEP meetings etc), attending panels (e.g. SEN panels), developing policies, and our own Continuing Professional Development (CPD) (e.g. through training, as well as individual and peer supervision).

What might EP casework/an EP assessment involve?

This is dependent on what the school/family feel will be helpful, but often includes the following process:

- **Initial consultation:** Collaboratively meeting with the CYP's team of key adults (e.g. family members, school staff, and social worker). For older CYP, this may also include the individual student (as part of a person-centred planning meeting, to ensure the CYP is at the centre/heart of decision-making). Within these consultations, we usually explore a CYP's strengths and needs, formulate a shared psychological understanding of the hypotheses/explanations to presenting concerns, and identify the support required to meet these needs.
- **Observation:** This involves observing the CYP at school (e.g. during lesson and break-time) to explore their learning, social and emotional skills within a school environment.
- **Individual work:** This involves working with the CYP directly to elicit their views and aspirations, and carry out one-to-one assessment work. This may include activities, questionnaires and/or cognitive assessments ([please see here](#) for more information regarding standardised v dynamic assessments).
- **Feedback meeting:** We can offer a feedback meeting with the CYP's team of key adults to feedback on the assessment and set short-term targets, via a Target Monitoring Evaluation (TME) form.
- **Report:** We usually then write a report summarising this involvement.
- **Review:** We can also offer a review meeting to review progress against the targets set.

What if I am interested in further information?

If you are interested in the following packages, please get in touch for a more detailed information sheet:

- Sibling events and workshops.
- Parent/carers support groups.
- Trauma and attachment training.
- NME training.
- Staff supervision sessions.

Please also get in contact if you have any questions, or for a free follow-up video or phone call to discuss your requirements.

Kind regards, Alex ☆

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