Date last reviewed: November 2023

Date to be reviewed: November 2026

**Professional autonomy within our collective responsibility: How should we work as EPs to achieve our service purpose?**

|  |
| --- |
| **Prioritisation*** Prioritise effectively in line with our service purpose, and seek support for this from colleagues and/or management
* Focus on a smaller number of tasks, build in thinking and development time, do things well
* Be flexible and adaptable while still working within our agreed priorities
 |
| **Communicate really well*** Articulate clearly and confidently to schools, other stakeholders and service users what our purpose and core offer is
* Give and receive feedback (with internal and external colleagues)
* Provide clear advice to EM colleagues, based on evidence/assessment info, copied to FCEPS management, where appropriate
* Share evidence-based psychology
* Brief DPP Ops regarding key work / cases where support may be required - [EP linking to DPP Ops](https://fifecloud.sharepoint.com:443/%3Aw%3A/r/sites/edu/pys-dc/NetworkGroups/How%20We%20Work%20Group/EP%20linking%20to%20DPP%20Ops.docx?d=wb862a6f10fac470286ebb42615e25eb8&e=4%3ad38105e625de4ec3b4b10e1a52cb54a2&fromShare=true&at=9)
 |
| **Be self-managing and model for team*** Be proactive and work on our own initiative
* Scan and anticipate difficulties, problem solve and judge when to seek support
* Practise effective time and workload management, seeking support with this and providing support to others
* Task completion within agreed timescales
* Demonstrate standards set out by HCPC and BPS Code of conduct and maintain professional knowledge
* Openly reflect on own practice and be prepared to change views
* Contain and manage our own emotions and support colleagues to do this when required
* Work autonomously within a culture of collective responsibility, to each other, our service, and the ECS Directorate
 |
| **Relationships*** Build trusting and respectful relationships with each other, and stakeholders – especially those most difficult to engage (some young people, families, and professional colleagues)
* Be approachable, keep integrity, be honest and principled
* Develop a rich understanding of the context we work in – be sensitive to this while focusing on our priorities
* Be supportive and constructively challenging, and seek and welcome this from our colleagues
 |
| **Work and learn together through a blended model*** Model and seek opportunities to work collaboratively and learn from each other in a culture of openness
* Have an awareness of EP colleagues’ strengths, and our strengths collectively as a team and Service
* Share written work with colleagues and welcome feedback
* Facilitate discussions which empower and enable colleagues
* Seek valuable professional development opportunities to enhance knowledge and skills
* Engage in regular supervision
* Take responsibility for getting the job done, ensuring we respond to those who need us, when they need us
* Manage time and diaries effectively and set appropriate boundaries to manage the demands associated with blended working
* Let EP colleagues know when we are available, physically or virtually, to provide support when required and to maintain connection
* Prioritise in-person contact with team where possible (e.g. team meetings, network groups, development days) for effective collaborative working and staff wellbeing
 |

**How we want to lead our service, to help us achieve our purpose**

|  |
| --- |
| **Service purpose/direction*** Provide clarity for ECS Directorate on our service purpose, Core Offer and priorities, so that EPs can be confident about being clear with HTs/professional colleagues
* Demonstrate work on FCEPS current priorities in line with our service purpose
 |
| **Model the service culture that supports purpose/direction*** Promote individual professional autonomy within a culture of collective responsibility
* Demonstrate respect in all interactions
* Demonstrate an enabling approach – trust EPs to do their job and to seek support when required
* Expect to be copied into advice to EM (email or reports), when appropriate and likewise copy EPs in to relevant communication
* Promote the development and use of resources to support EP independent problem solving – practice guidelines, research digests, TES articles etc.
* Legitimise and promote development work as equally important as casework – model protecting time for SIP tasks and task completion
* Provide support and challenge with managing/changing/prioritising tasks when necessary
* Discuss and agree decisions with colleagues where possible, be transparent and straightforward about reasons, take decisions in the best interests of service when collegiate agreement cannot be reached
* Model good work life balance within the work – time boundaries, coffee breaks, informal chat, laughs
 |
| **Provide/encourage support*** Know the strengths of the team, explicitly value input and celebrate quality work at all levels – casework, development work, research etc – both within the service and outwith
* Be accessible to team members, if not immediately, let them know when
* Encourage EP involvement in management and strategic tasks and provide advice about how to develop the necessary skills to take on these tasks
* Be sensitive to personal issues, and the need for private discussions when necessary
 |
| **Provide/encourage challenge*** Be clear and direct with feedback where necessary, face to face or by phone rather than email
* Scaffold EPs understanding through discussion and name what to do differently where necessary
* Actively listen to colleagues and encourage/value alternative views. All parties to take responsibility for finding an agreed way forward. Management to provide direction if not possible
 |
|  |