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?**

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| **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/:w:/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**

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| **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 |
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