

Partner with our Educational Psychology Experts

Educational psychology professional training at The University of Manchester is committed to contributing to the evidence base to support and inform practice in education.

The research for our students' projects is actively commissioned with a range of stakeholder from within schools, psychological services and from other education/ professional organisations.

Each Educational Psychologist in training undertakes a thesis that incorporates two papers submitted for publication in relevant professional or academic journals and is an essential component of the Doctorate in Educational and Child Psychology.

Examples of commissioned and stakeholder projects include:

- Educational psychologists' assessment and intervention planning practices for children with autism
- Developing guidelines for gaining of children's consent
- Evaluating the effectiveness of the Emotional Literacy Support Assistant (ELSA) programme
- Children's views upon the use of restrictive practices and the use of isolation in education
- Evaluating the development and implementation of a DfE-funded school-based community cohesion/ critical incident response e-learning resources
- Developing a local authority strategy to promote children's play
- Investigating the development of, and evaluation of intervention to reduce, GCSE exam stress
- EP practice in relation to culturally and linguistically diverse populations
- Children's views about play sufficiency in English (and Welsh) schools
- Developing person-centred practice for children with social, emotional and mental health needs
- Evaluating Theraplay©
- Evaluating intervention in primary and secondary schools to address Adverse Childhood Experiences (ACE)
- Developing and evaluating the Contextual Observation Guidelines (COG)

Opportunities and Contacts

Potential stakeholders are invited to contact any programme staff member to discuss commissioning or partnering, potential research projects to be supported by a trainee EP.

Discussions take place during 2026 and agreements reached by January 2027.

Commissioned projects would involve a trainee EP from Autumn 2027-2029.

University tutor	Main current research areas
Cathy Atkinson cathy.atkinson@manchester.ac.uk	Motivational interviewing; therapeutic interventions; mental health; children's right to play; supervision and leadership; working with young people aged 16-25.
Emma Atkiss emma.atkiss@manchester.ac.uk	Whole school approaches to emotional health and wellbeing, critical incident response, voice of the child, implementation and Dialectical Behaviour Therapy (DBT) skills in schools.
Caroline Bond caroline.bond@manchester.ac.uk	Autism and developmental differences; children's right to play; emotionally based school avoidance
Melissa Carey melissa.carey@manchester.ac.uk	The role of the EP within a Youth Justice Service, supporting young people involved with the Youth Justice Service and/or at risk of criminal exploitation, supervision (including inter-disciplinary supervision), ELSA, and mindfulness.
Hannah Cartmell hannah.cartmell@salford.gov.uk	EP role in mental health, CBT, parent/ key adult led CBT for childhood anxiety, whole school approaches to mental health, staff wellbeing, supervision, systemic/ strategic approaches, international new arrivals, trauma-informed practice, social justice.
Rai Fayette rainart.fayette@manchester.ac.uk	Autism, pupil voice, post-16 transition, social media
Alison Gurney alison.gurney@trafford.gov.uk	Social and emotional wellbeing in the early years; Video Interaction Guidance (VIG); Emotional Literacy Support Assistant (ELSA)

University tutor	Main current research areas
Emma Harding emmalhardingemmal@gmail.com	Social, emotional and mental health difficulties; social and emotional well-being; mindfulness, children's rights, pupil participation and strategic leadership; children's right to play; physical restraint with children.
Leanne Jackson-Taft Leanne.jacksontaft@manchester.ac.uk	Neurodiversity and neuro-inclusivity, community cohesion, culturally responsive practice, and trauma-informed practice.
Catherine Kelly catherine.kelly@manchester.ac.uk	Social justice in EP practice; Video Interaction Guidance (VIG); emotional health and wellbeing; looked after children; group problem solving; children's participation and person centred planning.
Rachel Morris rachel.morris@manchester.ac.uk	Post-16 and preparing for adulthood, youth justice and youth violence, therapeutic work and whole school approaches to supporting mental health and wellbeing.
Clare Nuttall clare.nuttall@manchester.ac.uk	Person-centred planning; SEMH needs; emotionally based school non attendance; pupil reintegration
Adam Rumble adam.rumble@manchester.ac.uk	Psychological assessment; working memory; autism; systemic approaches
George Thomas george.thomas@manchester.ac.uk	Psychological assessment; mindfulness; neuropsychology; autism in women and girls' and 'young people's participation
Joe Wilson joe.wilson@manchester.ac.uk	Supervision, critical incident response, evaluation, attention difficulties, restorative practice, coaching, Socratic questioning, and work with children on the edge of care.
Kevin Woods (programme research director) kevin.a.woods@manchester.ac.uk	Supporting children's rights; EP role and practice; student assessment needs, including test anxiety.