CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

JOB PROFILE

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| **DEPARTMENT:**  **Children’s Services** | **SERVICE GROUP:**  **Educational Psychology Team** | |
| **POST TITLE:**  **Educational Psychologist** | **REPORTS TO:**  **Principal Educational Psychologist** | |
| **GRADE:**  **Soulbury EP A Scale 3 - 8 (including additional market forces supplement) plus up to 3 SPAs** | | **SAP POSITION NUMBER :** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

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| **Key Purpose of Post:** | | | | | |
| * To provide psychological assessment and support for children and young people. * To work with a group of schools, other educational settings and partner agencies   as specified by the Educational Psychology Team’s Senior Managers   * To contribute to the income generation targets of the Educational Psychology Team by promoting traded work with schools, educational settings and partner agencies. | | | | | |
| **Main Responsibilities of Post:** | | | | | |
| * Implement and have regard to Bradford’s policies and procedures, including   promoting Bradford MDC’s values and vision.   * Be accountable to the Principal Educational Psychologist or their designate whilst exercising initiative in areas of defined responsibility. * To provide assessment and intervention services to children and young people 0-25 and their families. * Assume professional responsibility for decisions in own casework and other work   within Educational Psychology Team policies and priorities.   * Be responsible for maintaining confidential records on children and young people,   families, and work settings, and for confidential information disclosed by other  agencies.   * Be responsible for Team materials when working away from the main base, e.g. confidential files, assessment materials, computers etc. * To participate in the Educational Psychology Team’s supervision and performance management programme. * To provide advice in relation to the various statutory duties, to address the individual needs of children, under the Children and Families Act 2014. * To provide advisory and consultative services to BMDC’s central services relating to policy and practice concerning the psychological well-being of children and young people and the adults responsible for their education and care. * To provide advisory and consultative services to other agencies in the local network of services for children and families. * To participate in Educational Psychology Team projects. | | | | | |
| **Structure:** | | | | | |
| **Special Knowledge Requirement: Will be used for shortlisting.** | | | | | |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column**. | | | | | |
|  | | | **Essential** | | |
| Due to the Governments fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public,( e.g. in children’s centres) – where the person is able to demonstrate that they can during the interview’s  a)can express themselves fluently and spontaneously , almost effortlessly  b)Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language | | | X | | |
| Able to demonstrate an understanding of the role of psychology in children’s learning and education systems | | | X | | |
| Understands and uses knowledge of physical, intellectual, linguistic, social and emotional development to assess and intervene in children’s learning | | | X | | |
| Able to set challenging targets in all areas of development to ensure good progress for children with additional needs | | |  | | |
| Can effectively communicate and engage with children, young people and their families | | | X | | |
| Experience of operating in a commercial environment and delivering traded services | | |  | | |
| Able to commission, develop, deliver or co-ordinate effective learning and development courses or programmes | | | X | | |
| Able to demonstrate excellent written skills, write reports and draft documents in a logical and accurate manner | | | X | | |
| Can gather and share information appropriately to ensure the safety and wellbeing of children and young people | | | X | | |
| Has used a wide range of basic computer applications including Excel and Word and able to maintain and manage electronic data management systems | | | X | | |
| Can plan prioritise and manage workload from a variety of sources while maintaining a high standard of quality and working under time constraints | | | X | | |
| **Relevant experience requirement: Will be used for shortlisting** | | | | |
| Experience of working with children and young people as an Educational Psychologist | | | | |
| **Relevant professional qualifications requirement: Will be used for shortlisting** | | | | |
| Professional qualification in Educational Psychology; HCPC registration | | | | |
| **Core Employee competencies at manager level to be used at the interview stage.** | | | | |
| **Carries Out Performance Management –** covers the employees capacity to manage  their workload and carry out a number of specific tasks accurately and at a high standard. | | | | |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. | | | | |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work. | | | | |
| **Undertakes Structured Problem Solving** **Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships. | | | | |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face. | | | | |
| **Management Competencies: to be used at the interview stage.** | | | | |
| **Operates with Strategic Awareness** Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably. | | | | |
| **Practices Appropriate Leadership** Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self interest for the sake of the team or service. They consider serving the District in all that they do. | | | | |
| **Delivering Successful Performance** Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District’s vision & work to achieve Council’s values & agreed outcomes. | | | | |
| **Applying Project and Programme Management** Our manager’s work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning. | | | | |
| **Developing High Performing People** and Teams Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. | | | | |
| **Working Conditions:** | | | |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | | |
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| **Special Conditions:** | | | |
| You will be informed outline if there is a requirement for the post to have recruitment checks  such as DBS, Warner Process. | | | |
| **Compiled by:**  Ruth Dennis 151215  **Date:** | **Grade Assessment Date:** | **Post Grade: Soulbury EP A Scale 3 - 8 (including additional market forces supplement) plus up to 3 SPAs** | |