CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

JOB PROFILE

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| **DEPARTMENT:**  **Children’s Services** | **SERVICE GROUP:**  **Educational Psychology Team** | |
| **POST TITLE:**  **Specialist Senior Educational Psychologist (Psychology for Learning)** | **REPORTS TO:**  **Principal Educational Psychologist** | |
| **GRADE:**  **Soulbury SEP B Scale 2 -4 (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 develop a strategic overview and presence within a named specialist area and use this to support and drive EPT work. * To promote child development and learning through the application of psychology, by working with individuals and groups of children and young people, staff in educational settings, families and other colleagues across health, education and social care. * To contribute towards the income generation targets of the Educational Psychology Team by promoting traded work with schools, educational settings and partner agencies. | |
| **Main Responsibilities of Post:** | |
| * To implement and have regard to Bradford’s policies and procedures, including   promoting Bradford MDC’s values and vision.   * To take an operational lead on an area of responsibility as identified from the Team Plan, ensuring agreed outcomes are met. * To plan, develop, deliver, monitor and evaluate work in a specified area of responsibility. * To collate and evaluate data related to the above activities in order to demonstrate clear outcomes and impact on service delivery. * To proactively seek opportunities to contact agencies and develop partnerships /multi-professional links, and maintain strategic links (alongside SEP) related to the area of responsibility. * To ensure production of up-to-date research and case studies / examples of good practice are readily available for service. * To provide advice, support and guidance to team members as requested in relation to casework * Accountability for the above, including regular reporting of progress to SMT. * Implement and have regard to the Bradford Children’s Service’s policies and procedures and in particular those relating to the safeguarding of children and young people. * To provide consultation, assessment, intervention and project services to children and young people 0-25 and their families, in educational and other community settings. * 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. | |
| **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 either the Lower threshold level – where the person is able to demonstrate that they can during the interview:  a) Use a wide range of simple words and a standard English sentence structure to express much of what they want to.  b) Maintain a conversational flow even though they pause to think of the correct words or sentence structure in order to express themselves.  or 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:  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 |
| Demonstrates depth of knowledge and expertise in specialist area | X |
| Able to analyse, interpret and present complex information from a variety of sources and apply to local situations. | X |
| Demonstrates clear, successful project management experience with defined outcomes and evaluation |  |
| Demonstrated a high level of self-awareness and emotional literacy in interactions with a range of clients | X |
| Can manage day to day casework and administrative functions of EP | 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 |
| Can plan prioritise and manage workload from a variety of sources while maintaining a high standard of quality and working under time constraints | X |

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| **Relevant experience requirement: Will be used for shortlisting** | | |
| At least 5 years’ experience of working with children and young people as an EP  Experience of project management | | |
| **Relevant professional qualifications requirement: Will be used for shortlisting** | | |
| MSc or D.EdPsych in Educational Psychology | | |
| **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. | | |
| **Management Competencies: to be used at the interview stage.** | | |
| **Operates with Strategic Awareness** Our managerswork 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. | | | |
| **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**  **Date: 01.02.17** | **Grade Assessment Date:** | **Post Grade:Soulbury SEP B Scale 2 -4 (including additional market forces supplement) plus up to 3 SPAs** | |