

**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL
JOB PROFILE**

DEPARTMENT: Children’s Services	SERVICE GROUP: Integrated Assessment & Psychology
POST TITLE: Principal Educational Psychologist	REPORTS TO: Assistant Director, SEND & Inclusion
GRADE: Soulbury EP B 13 – 15	SAP POSITION NUMBER: 50101254

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. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

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. As a candidate/employee you will be expected to demonstrate your ability meet the special knowledge, experience and qualifications required for the role.

Key Purpose of Post:
<ul style="list-style-type: none"> • To manage the team of Educational Psychologists and to provide an assessment and intervention service at all levels for children and young people aged 0-25 years. • To deliver flexible and effective educational psychology support to a standard comparable with best national practice. • To plan the deployment of resources to meet the demands of Bradford schools and the Local Authority, balance the budget and exploit trading opportunities with schools and colleges. • To contribute to the strategic management of the SEND and Inclusion service arm. • To prepare, manage and monitor the team service plan, including evaluation, review and development of models of service delivery. • To keep up-to-date with professional matters relevant to the development of education psychology services nationally and locally. • Contribute to the efficient delivery of Early Help to children and families in the district.
Main Responsibilities of Post:
The points below represent a broad outline of the key accountabilities. Although not expressly stated in this document, more detailed accountabilities and duties will naturally form part of such accountabilities.

- To organise and monitor systems for the provision of Psychological Advice under the 2014 Act and other related legislation and guidelines, ensuring the Local Authority meets its statutory obligations in respect of the Educational Psychology advice
- To plan for and manage capacity and sustainability of professional staff within the Educational Psychology Team.
- Maintain and develop the traded arm of the Educational Psychology Team, returning a balanced budget.
- To implement and have regard to the Local Authorities policies and procedures.
- To provide an assessment, advice, consultancy and intervention service to educational professionals concerned about the psycho-educational development of children and young people.
- To provide a linkage for the Educational Psychology Team to other services in the network of the Local Authority and other partner services for children and families (e.g. voluntary sector, etc.) and to maximise the impact of collaborative working.
- To provide training for the Local Authority staff and others as required within the Local Authority's priorities.
- To liaise with Education Psychology training courses and host trainee and student placements.
- To provide educational psychology support to the processes of school improvement.
- Undertake a proportion of complex casework across the district, and provide advice on the resolution of complex casework, including representing the Local Authority at SEN and Disability Tribunals.
- Develop flexible packages designed specifically for individual schools to operate on a trading basis, to encourage improved teaching and learning within schools.
- To lead on specific projects to embed changes required linked to DfE programmes for example SEND and AP Improvement Plan and Change Programme.
- Ensure that all Educational Psychologists develop their contribution to specialist areas and research, reflecting local and national priorities, and ensuring that research informs practice across Children's Services and in schools and settings.
- Develop, co-ordinate and maintain the EP response to critical incidents.

Job Dimensions:

- The Education Psychology service in Bradford is well respected and well established. In addition to the Principal Educational Psychologist there are senior EPs, main-grade EPs as well as some Trainee and Assistant EP roles.
- The budget for the service is over £2m. This is made up from core budget and traded services.
- The post holder is a member of the SEND and Inclusion Senior Management Team and well placed to influence policy and practice with regard to the delivery of services to children and young people who have special needs. The post holder will also enjoy close partnership working opportunities with senior colleagues in other disciplines in the public sector, and with colleagues in the voluntary sector.
- The post holder will regularly have routine communication with:
 - The Assistant Director (SEND & Inclusion);
 - Children's Services colleagues;
 - Colleagues in Children's Social Care;
 - Colleagues in other people related roles in the Health Authority and the Police;
 - Headteachers, individually and in strategic forums;
 - Elected Members of the Council.

Structure					
Principal Educational Psychologist					
5 x Senior Educational Psychologist					
10.8 x Educational Psychologists	7.2 x Specialist Senior EPs	10 x Trainee EPs	4 x Assistant EPs	Portage and SEND Programmes Team	Educational Emotional Wellbeing Practitioner Team
Special Knowledge Requirement: Will be used in shortlisting. Max 10					
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 Government's Fluency in English for posts where employees speak directly to members of the public the postholder is required to meet the <u>Advanced threshold</u> level which will be applied where the postholder requires a greater level of sensitive interaction with the public. You must be able to demonstrate that you can express yourself fluently and spontaneously (this will also be tested during the interview).					x
Oversees a budget, carrying responsibility for keeping costs within agreed levels for the Education Psychology budget as well as contributing to Corporate savings.					x
The post holder also carries accountability for staffing structure, appraisal and quality assurance for the Education Psychology Team.					x
Ability to synthesise complex inter-related issues in with regard to child development, education systems 0 – 25, and local and national contexts.					x
Uses a range of specialist ICT systems across own work area and or across other areas of work.					x
Uses, interprets, analyses and communicates complex information from a variety of sources.					
Please add any 5 additional knowledge requirements specific to the post					
Thorough knowledge of SEND Code of Practice and associated legislation to enable the post holder to be a member of the statutory SEN Panel					x
The post holder will be expected to prepare and present cases to the Special Educational Needs and Disabilities Tribunal, as necessary.					x
The post holder will be expected to fluently and competently work with complex spreadsheets including advanced functions.					x

Ability to operate within a traded service including market scoping and planning, costing of services and marketing.	x
Keen attention to national policy developments and their implications for LA, schools and Educational Psychologist work.	x

Relevant experience requirement: Will be used in shortlisting.
The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the advanced threshold standard outlined under Special Knowledge above.
Significant recent experience of managing Educational Psychologists
Relevant professional qualifications requirement: Will be used in shortlisting.
The post holder must hold: <ul style="list-style-type: none"> • Degree in Psychology (or equivalent as recognised by the British Psychological Society). • Professional Post Graduate qualification in Educational Psychology. • HCPC Fitness to Practice Certificate. Desirable qualifications: <ul style="list-style-type: none"> • Qualification in Educational Management.

Core Employee competencies at manager level to be used at the interview stage.
Carries Out Performance Management <ul style="list-style-type: none"> • Manage workload and carry out specific tasks accurately and to a high standard. • Communicating well, sharing appropriate, succinct, objective information and analysis to aid joint decision making. • Being proactive, persistent and prepared to challenge and be challenged Knowing your responsibilities and others roles and joint procedures. • Writing reports clearly and ethically. • Able to understand and present complex financial information. • Able to handle complex and sensitive HR issues.
Communicates Effectively <ul style="list-style-type: none"> • Exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. • Working with others in the children and young people’s workforce to put the child at the heart of decision making, offering help at the earliest point. • Engagement with children, young people and their families. • Building trust and establishing relationships. • Listening, building empathy and using clear language appropriate to age, ability,

culture and personality.

- Summarising, explaining options, consulting and involving children and young people and carers and colleagues in decisions and courses of action.

Carries Out Effective Decision Making

- Planning and organising, self effectiveness and any requirements to quality check work.
- Acting within local procedures, arrangements and resources Aware of own limits and boundaries and others roles.
- Understand the working requirements necessary to provide a service that directly or indirectly supports colleges, schools and nursery providers to raise the achievement of children and young people in BradfordAble to apply knowledge of current early years strategies to inform practice.

Undertakes Structured Problem Solving Activity

- Gather and share information appropriately to ensure the safety and well being of children and young people.
- Knowing the limits of consent and confidentiality.
- Distinguishing fact from opinion, appraising information and identifying gaps.
- Being open and honest about information sharing with children, young people and their families.
- Assessing risks and emotional resilience.
- Synthesising and analysing information.
- Reflecting and making informed judgements.
- Supporting Transitions- between common stages of development, services or particular life changes such as loss and separation, asylum, pregnancy, mental health, disability or consequences of crime Identifying transitions and their potential impact.

Operates with Dignity and Respect

- Child and Young Person Development - understanding and using knowledge of physical, intellectual, linguistic, social and emotional development of babies, children and young people.
- Observing, assessing and analysing developmental stages and their effects on behaviour.
- Identifying and taking account of developmental delay and disability Taking appropriate account of diverse parenting approaches, family structures and behaviours.
- Safeguarding and promoting the welfare of the child and young person- this requires understanding what harm or abuse is, recognising it and responding to it proportionately.
- Supporting, explaining and developing confidence.
- Working alongside parents, carers and other professionals

Management Competencies: to be used at the interview stage.

Operates with Strategic Awareness

- Work with corporate priorities and policies in a joined up way with others, internally and externally.
- Work democratically, transparently and accountably.

<ul style="list-style-type: none"> • Move the Council forward by planning, commissioning, securing and monitoring outcome focused services to meet District needs and achieve value for money. • Manages ambiguity and uncertainty and demonstrates commitment and tenacity. 		
<p>Practices Appropriate Leadership</p> <ul style="list-style-type: none"> • Motivate staff to exceed expectations through raising their awareness of goals, ensure working as part of a team and consider serving the District in all that they do. • Creates high performance by building team commitment and empowerment and nurturing innovation, creativity and questioning. • Improves longer term capacity through workforce planning, development, succession and career plans and appraisal. 		
<p>Delivering Successful Performance</p> <ul style="list-style-type: none"> • Ensure managers monitor performance of services, teams and individuals against targets. • Promote the District’s vision and work to achieve Council’s values and agreed outcomes. • Seeks opportunities to celebrate great performance and make results known. 		
<p>Applying Project and Programme Management</p> <ul style="list-style-type: none"> • Ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning. • Develops policy and strategy and takes corporate decisions based on systematic analysis of data. • Applies a finely tuned political antenna and understanding of democratic process to advise Elected Members. • Enables joint partnership working based on collaboration, clear governance, accountability and agreed responsibilities at Council and partnership level. 		
<p>Developing High Performing People and Teams</p> <ul style="list-style-type: none"> • Coach individuals and teams to achieve their potential and take responsibility for continuous improvement. • Champion the Council’s values and goals. • Inspire confidence, act with integrity, listen and consider differing needs. • Promote the general well being of the District’s communities and citizens and enables community engagement and cohesion. 		
<p>Working Conditions:</p>		
<p>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.</p>		
<p>Special Conditions:</p>		
<p>You will be informed if there is a requirement for the post to have recruitment checks such as DBS, Warner Process.</p>		
<p>Compiled by: Niall Devlin</p> <p>Date: 19/03/24</p>	<p>Grade Assessment Date:</p>	<p>Post Grade:</p>