

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

DEPARTMENT: Educational Psychology	SERVICE GROUP: Children's Services
POST TITLE: Education Emotional Wellbeing Practitioner	REPORTS TO: Lead EEW/P/Senior Educational Psychologist
GRADE: SO2	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. 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.

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.

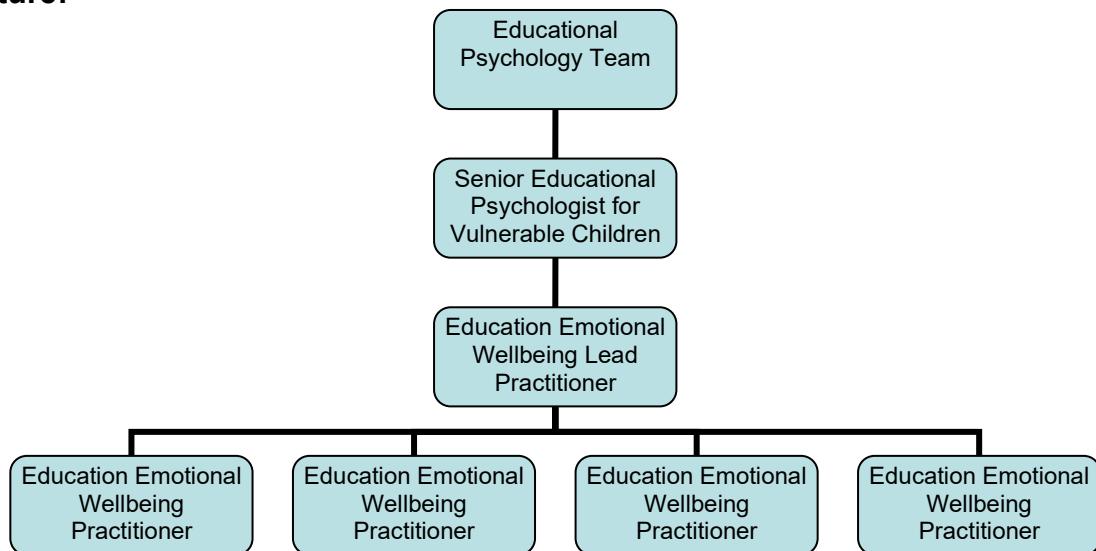
Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

Key Purpose of Post:
The key purpose of the EEW/P post is:
<ul style="list-style-type: none">• to work proactively in educational settings, across the Bradford District, to improve children and young people's emotional wellbeing.• to provide low intensity interventions based on psychological interventions. The service is accessed by children and young people with mild to moderate SEMH concerns.• to enable children and families to recognise difficulties and make use of their own internal resources to improve the quality of their lives.

Main Responsibilities of Post:

1. Deliver a high quality service that meet service objectives, priorities and targets in line with the service model.
2. Collaborate with other teams across the District to identify areas of emerging need in relation CYP's mental health and emotional wellbeing and identify appropriate interventions and responses.
3. To ensure that assessments planning and reviewing work concerning children complies with the Signs of Safety model and a child-focused approach are in accordance with agreed service procedures and statutory guidance.
4. Supporting teaching staff, Learning mentors, carers and other agencies to promote a positive strengths based approach which focuses on providing the underpinnings of good mental health.
5. Providing interventions on an individual or group basis with the aim of delivering support and strategies to enable children, young people and their families to support their emotional wellbeing and resilience.
6. Assess, plan and evaluate interventions for children and young people presenting with social, emotional and wellbeing concerns.
7. To provide feedback to schools from intervention work with children and young people so that school staff can intervene appropriately to meet identified needs including maintaining written records of the work undertaken and providing feedback to involved professionals and children and families about progress being made.
8. To work in partnership with a range of services to ensure early identification and intervention for mental health and emotional well-being support in order to promote children and families emotional and mental health wellbeing.
9. To be responsible for own professional development and participate in relevant training and participate in supervision, appraisal and other development activities as required by the Manager and Directorate policies and procedures.
10. To be able to manage their own diary, ensuring the practitioner meets the needs of the educational settings during the working week, covering the school hours.
11. To access regular reviews and supervision with the EEWPs Team Lead practitioner.
12. Any other duties required by the post and within the competency of the post holder.

Structure:



Special Knowledge Requirement: Essential 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 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
Carries out the working practices, procedures and basic operations across a specialist area linked to social, emotional and wellbeing concerns/	x
Uses pre-existing knowledge of systems within educational settings relating to safeguarding and risk assessments/	
Uses a range of specialist ICT systems across own work area and or across other areas of work.	
Maintaining accurate data and written records/	
Ability to assess, plan and evaluate interventions for children and young people with social, emotional and wellbeing concerns.	x
Knowledge of child development and understanding of how to support emotional wellbeing for children and young people.	x
Knowledge of UK legislation policy and developments in relation to education and mental health.	
Knowledge of good practice and findings from research in relation to promoting emotional wellbeing and resilience in children and young people.	x

Relevant experience requirement: Essential for 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 level outlined under Special Knowledge above.

Up to 3 years experience of working with children and young people with mental health and emotional well being needs on an individual or group basis.

Experience of providing support and training to a range of professionals as well as parents/carers.

Experience of creating resources, independently, for a variety of social, emotional mental health concerns.

Experience of delivering evidence based interventions pertaining to social, emotional mental health concerns.

Experience of working with children and young people in an educational context.

Relevant professional qualifications requirement: Essential for shortlisting

- Appropriate Graduate qualification in Education, Psychology or Health care
- Post graduate training in Cognitive Behaviour therapy, family therapy, Solution Focused techniques, counselling skills etc.

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 to 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.

Special Conditions:

It is a requirement for the post to have recruitment checks:
Enhanced DBS

Compiled by: Nicola Hawthorne Jones Date: 11/05/2022	Grade Assessment Date:	Post Grade: Suggested SO 1 - 2
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