

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

DEPARTMENT: Children’s Services	SERVICE GROUP: Educational Psychology Team
POST TITLE: Trainee Educational Psychologist	REPORTS TO: Senior Educational Psychologist
GRADE: Soulbury Trainee EP Scale 2 -3	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.

Key Purpose of Post:
<ul style="list-style-type: none"> • To develop a range of skills and experiences to demonstrate the achievement of the relevant competencies leading to successful completion of the doctoral training course. • To attend University as specified in the BPS guidance • To fulfil the placement requirements of the BPS in relation to the training of Educational Psychologists; • To carry out a research project that contributes to the district’s priorities and fulfils the requirements of the doctoral training course

Main Responsibilities of Post:

- To provide assessment and intervention services to children and young people 0-25 their families.
- To engage in a range of experiences including visits, shadowing, and joint work
- To attend at the **university** on the days specified and fulfil the academic requirements of the course.
- To work with a group of schools, other educational settings and partner agencies as specified by the Educational Psychology Team's Senior Managers
- To comply with requirements and expectations in relation to policies, procedures and practices of the Local Authority and HCPC.
- To be responsible for the resources necessary for their work and development (e.g. office equipment, assessment and intervention materials, local induction, and facilities)
- To attend a minimum level of formal supervision of one half hour per day on placement
- To implement and have regard to Bradford's policies and procedures, including promoting Bradford MDC's values and vision.
- Be responsible for maintaining confidential records on children and young people, families, and work settings, and for confidential information disclosed by other agencies.
- To contribute to the income generation targets of the Educational Psychology Team by promoting traded work with schools, educational settings and partner agencies
- To provide advisory and consultative services to BMDC's central services relating to and practice concerning the psychological well-being of children and young people the adults responsible for their education and care.
- To provide advisory and consultative services to other agencies in the local network services for children and families.
- To participate in Educational Psychology Team projects.

Structure:

Principal Educational Psychologist			
Senior Educational Psychologists (5)			
Specialist Senior Educational Psychologists (7.20)	Educational Psychologists and NQ Educational Psychologists (10.8)	Trainee Educational Psychologists (10)	Assistant Educational Psychologists (4)

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 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
Can manage day to day casework and administrative functions of EP	X
Demonstrates genuine desire to work in the Bradford district	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
Able to commission, develop, deliver or co-ordinate effective learning and development courses or programmes	
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 a Trainee Educational Psychologist
Relevant professional qualifications requirement: Will be used for shortlisting
Graduate basis for Chartered Membership of BPS Successful completion of Y1 of a professional doctorate in Educational Psychology
Core Employee competencies 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.

Working Conditions:		
Must be able to perform all duties and tasks with reasonable adjustments where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
Special Conditions:		
You will be informed if there is a requirement for the post to have recruitment checks such as DBS, Warner Process.		
Compiled by: Jo Haines Date: 201219	Grade Assessment Date:	Post Grade: Soulbury Trainee EP Scale 2 -3