Specialist Senior Educational Psychologist

Soulbury B Scale Points 2-5 (plus availability of 3 SPA points)

City Wide

Working 36.5 hours. We are seeking to appoint a Specialist Senior Educational Psychologist to contribute to the management of an area based team of educational psychologists and to provide strategic leadership for the whole service in a priority area. We are currently in a period of change, and there will be opportunities for the successful applicant to contribute to decision making around the focus of the specialism for this post.

The Educational Psychology Service has an excellent reputation, and is engaged in a variety of initiatives at many levels – from individual school projects through to multi disciplinary, city wide initiatives. We have been trading successfully with schools since 2011, and have seen demand for the service grow year on year.

Applicants must have substantial experience working as a fully qualified educational psychologist, and must be able to provide evidence of successfully leading on a piece of work or project within their service. Applicants must be eligible for registration with the Health Care Professions Council.

If you join Birmingham Educational Psychology Service, you will find yourself part of a large team with a strong commitment to innovation, quality improvement, research and development. We have strong links with three of the Educational Psychology training courses and are committed to promoting professional development at all levels. We are also a friendly and highly supportive service where collaboration and peer supervision are actively encouraged.

All employees of Birmingham Educational Psychology Service enjoy very favourable working conditions, including:

- Payment in full of HCPC registration costs
- 6 sessions of whole service CPD a year
- Protected personal CPD time and access to a CPD budget
- Generous annual leave allocation (up to 34 days plus 8 bank Holidays)
- Flexi time working

Informal enquiries to: Amanda Daniels (amanda_daniels@birmingham.gov.uk)

Ref: CN2822016J

Closing Date: 06 September 2016

A Disclosure and Barring Service (DBS) check will be undertaken

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed.”

“The City Council is currently consulting on potential changes to its terms and conditions (in line with its s.188 notice) which may have an impact on any contract of employment that is offered should the candidate be successful”
1. **Job Purpose**

1.1 To provide operational leadership, vision and direction to your area of responsibility

1.2 Take responsibility and accountability for ensuring the service area achieves its strategic plans by promoting an appropriate culture, empowering others and demonstrating high practice standards.

2. **Duties & Responsibilities**

2.1 To lead and drive performance management

2.2 To provide professional supervision to Educational Psychologists and trainees, in line with the requirements of the Health Care Professions Council

2.3 To undertake a range of psychologist duties and responsibilities for a proportion of the working week. This may include, for example, giving psychological service to a number of schools

2.4 To undertake a range of senior practitioner responsibilities, such as providing or coordinating psychological services to agencies working with vulnerable children

2.5 To build capacity and effectively manage risk

2.6 To support and maintain an effective team

2.7 To promote equality of opportunity, diversity and inclusion in the service area

2.8 To deliver and monitor the implementation of policies and procedures relating to safeguarding

2.9 To work in partnership with other agencies to ensure effective service delivery

2.10 To champion best practice, supporting others through mentoring, coaching and professional supervision

2.11 To ensure compliance with legal, regulatory and ethical requirements

2.12 To manage knowledge in your area of responsibility

2.13 To manage standards through regular evidence based supervision and performance review
2.14 To be responsible for evidence based continuous service improvement

2.15 To lead and contribute to effective partnership working

3. **Performance Measures**

3.1 To ensure delivery against the directorate priorities

3.2 To actively contribute to improving the quality of overall service provision by identifying gaps and developing improvements

3.3 To contribute to the development and implementation of operational plans for the service area

3.4 Demonstrate knowledge and commitment to the aims and purpose of integrated working and shared values

4. **Tasks**

4.1 To allocate and monitor the progress and quality of work in our area of responsibility

4.2 To use evidence and the supervision of team members to understand the needs of local communities and prioritise activities accordingly

4.3 To utilize and manage HR processes and procedures when appropriate

4.4 To identify the learning needs of self and staff and liaise with the CCN lead for Professional Development to implement effective learning solutions as required

4.5 To effectively manage resources; matching demand and need

4.6 To carry out quality audits in line with Key Performance Indicators (KPIs)

4.7 To work collaboratively and in partnership with stakeholders

4.8 To manage performance and undertake data analysis

4.9 To use all recording systems as procedures require

**Your Own Responsibilities**

Manage your own resources and professional development

Promote the appropriate use of technology

Ensure your own actions reduce the risks to health and safety

Develop productive working relationships with colleagues

**Standards**
Children, young people and families have a set of standards which every member of staff is expected to adapt to and operate continuous improvement as a team effort.

Our primary consideration at all times is our children and their best interests.

The views of our children are actively sought and used to inform our work.

We work in partnership with parents and carers actively seeking their views enabling them to achieve optimum outcomes for their children.

We work in partnership and engage with community networks and other agencies to achieve optimum outcomes for our children.

We work within the legislative framework and make best use of evidence and research to support best practice.

We ensure that all our work with children, young people, parents, families and carers consistently promotes equality of access and opportunity, social inclusion and addresses the impact of prejudice and discrimination.

We ensure our records and reports are accurate, complete, accessible, up-to-date and demonstrates the decision making process.

In order to achieve the best possible outcomes for our children and young people, our workforce is accountable, effectively managed, supervised and supported.

Customer is a theme that runs through all our practice.

Continuous improvement in all our services is of paramount importance and we use the views, comments and complaints of our children, young people and family with vested interest to actively inform those improvements.

5. **Supervision Received**

5.1 **Supervising Officer Job Title**

5.2 **Level of Supervision**

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others).

N/A

5. **Special Conditions**

- This post requires an enhanced Disclosure and Barring Service check which will be reviewed every three years.
Possesses an honours degree in Psychology or an equivalent qualification which is acceptable to the British Psychological Society as the graduate basis for registration as a chartered psychologist.

Possesses a post graduate qualification in Educational Psychology or an equivalent qualification recognised by the British Psychological Society.

Is eligible for registration with the Health & Care Professions Council – evidence will be required prior to commencing the post.

You will receive supervision a minimum of ten times per year and you will be required to contribute to your own Personal Development Review which takes place annually with a mid-year review.

This vacancy is exempt from the Rehabilitation of Offenders Act.

Observance of the City Council’s Equal Opportunities Policy will be required.
### Directorate for People
#### Person Specification

**Job Title:** Specialist Senior Educational Psychologist

**Grade:** 6

**Division:** Children, Young People & Families

**Section:** Children with complex needs

**Method of Assessment (M.O.A.)** A.F. = Application Form; I = Interview; T. = Test or Exercise; C. = Certificate; P. = Presentation.

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<tr>
<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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<td><strong>Education/Qualifications</strong></td>
<td>Honours degree in Psychology or an equivalent qualification acceptable to BPS as the graduate basis for registration as a chartered psychologist. Post graduate qualification in Educational Psychology or equivalent qualification recognised by BPS CPD record indicates a commitment to maintaining up to date skills and knowledge as required by the Health Care Professions Council</td>
<td>AF/C</td>
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<td>NB: Full regard must be paid to overseas qualifications.</td>
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<td><strong>Experience</strong></td>
<td>3 Years post qualifying operational experience. Significant experience and a proven track record working as an educational psychologist in a Local Authority Psychological Service, undertaking the full range of duties and some additional responsibilities, such as leading a service working group</td>
<td>AF/I</td>
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<td>(Relevant work and other experience)</td>
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<td><strong>Skills &amp; Ability</strong></td>
<td>Ability to apply models and concepts from psychology to problems presented.</td>
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<td>e.g. written communication skills, dealing with the public etc.</td>
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<td><strong>Training</strong></td>
<td>Training in and experience of, management or supervision of graduate or trainee psychologists.</td>
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<td><strong>Competencies (Behavioural)</strong></td>
<td>Definition for this Role</td>
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<td><strong>Safeguarding Children</strong></td>
<td>Proactively seeks to safeguard children, drawing on own knowledge and engaging in effective supervision to ensure that timely action is taken when necessary. Works collaboratively with colleagues and other agencies to achieve this aim.</td>
<td>I/P</td>
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<td><strong>Leadership and Management</strong></td>
<td>Sets clear direction, objectives and responsibilities, assumes accountability and inspires others by acting with integrity and role modelling the council's values and behaviours. Builds and motivates teams, creating a positive environment which encourages open discussion and</td>
<td>AF/I</td>
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innovation, supports performance, builds capability and empowers staff. Effectively tackles poor performance when necessary.

**Relationship Building**
Successfully builds and maintains effective relationships with colleagues, external agencies, children and their families and carers demonstrating effective interpersonal skills in dealing with people at all levels and from a wide range of backgrounds.  

**Influencing and Persuasion**
Successfully persuades and influences individuals and groups on issues of complexity and sensitivity. Uses a range of techniques to achieve acceptable solutions and compromise. Listens well.

**High Level Written and Verbal Communication Skills**
Communicates effectively across a range of contexts including the ability to create and deliver concise, engaging and accurate information to a range of audiences, adapting style and content to the needs of the audience and checking understanding.

Ability to understand and interpret complex written reports and policy documents, including the ability to evaluate the arguments.

**Organisation and Planning**
Able to plan and prioritise. Manages own work to ensure deadlines are met. Able to support others to meet deadlines. Supports the implementation of robust procedures to meet statutory obligations and performance objectives. Supports the team in maintaining accurate, up to date and accessible records. Ability to manage change effectively

**Valuing Diversity**
Shows respect and understanding of diversity and values individual difference. Treats all people fairly and appropriately regardless of race, religious belief, gender, age, disability, sexual orientation, appearance or position.

Proactively seeks to reduce inequalities in education, promoting equality of opportunity for all children and young people.

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.