We are seeking to expand our thriving service to meet the demand for educational psychologists to contribute to a wide variety of work in schools and other settings in Birmingham.

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 for the educational psychology post must have appropriate qualifications to work as an educational psychologist (or expect to qualify by September 2017).

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 applicants must be eligible for registration with the Health Care Professions Council.

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: CN2912016J

Closing date: 17 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”
Directorate for People

Job Description

Post: Educational Psychologist

Salary/Grade: Soulbury A Scale

Division: Children, Young People & Families

Section: A2E (Educational Psychology)

1. **Job Purpose**

   1.1 To provide a psychological service to the children, young people and families of Birmingham working as part of the Access to Education Team.

   1.2 To contribute to the work of the Children with Complex Needs Directorate through direct casework and through research.

2. **Duties & Responsibilities**

   2.1 To support schools and settings to build capacity and effectively manage risk.

   2.2 To provide and co-ordinate recommendations for appropriate interventions for children with additional needs.

   2.3 To provide and co-ordinate research and development linked to whole school / setting or centre, cluster, locality or cross-city initiatives and plans.

   2.4 To contribute to the development of Access to Education (A2E).

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

   2.6 To comply with legal, regulatory, ethical requirements (including the British Psychological Society Code of Ethics).

   2.7 To maintain up-to-date knowledge of the field of psychology in compliance with the requirements of the Health & Care Professions Council (HCPC).

   2.8 To engage with regular evidence based supervision and performance review.
Performance Measures

2.9 To ensure delivery against the directorate priorities.

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

2.11 Compliance with the requirements of the Health & Care Professions Council for practising Educational Psychologists.

Tasks

2.12 To provide Statutory Psychological Advice to the Local Authority as part of the EHC assessment process and to contribute where necessary to the Annual Reviews of Birmingham children.

2.13 To provide a traded psychological service to a number of schools and other settings as described in agreed subscription packages.

2.14 To use evidence to understand the needs of local communities and prioritise activities accordingly.

2.15 To contribute to research at a variety of levels to identify areas of need and test the effectiveness of interventions.

2.16 To work collaboratively and in partnership with stakeholders and Community organisations.

2.17 To use all recording systems as procedures require.

2.18 To provide supervision to trainee educational psychologists, masters students and others on a placement with the service area under the direction of a Senior Educational Psychologist.

Your Own Responsibilities

2.19 Develop your own personal networks.

2.20 Engage in appropriate and timely professional development.

2.21 Develop productive working relationships with colleagues.

Standards

2.22 Access to Education operates according to a set of standards which every member of staff is expected to adhere to.

2.23 Our primary consideration at all times is our children and their best interests.
2.24 The views of our children are actively sought and used to inform our work.

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

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

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

2.28 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.

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

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

2.31 Customer is a theme that runs through all our practice.

2.32 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.

3. **Supervision Received**

3.1 **Supervising Officer Job Title**

   Senior Educational Psychologist

3.2 **Level of Supervision**

   Left to work within established guidelines subject to scrutiny by supervisor.

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:** Educational Psychologist  
**Grade:** Soulbury A Scale

**Division:** Children, Young People & Families  
**Section:** A2E (Educational Psychology)

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

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<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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| **Education/Qualifications**  
NB: Full regard must be paid to overseas qualifications. | 1. Has completed or will complete, successfully, a post graduate qualification in Educational Psychology.  
2. Is eligible for registration as an Educational Psychologist with the Health Care Profession Council. | AF/C  
AF/I |
| **Experience**  
(Relevant work and other experience) | Experience and a proven track record working as a fully qualified Educational Psychologist or as a trainee in a Local Authority Psychological Service undertaking the full range of duties with supervision. | AF/I |
| **Skills & Ability**  
e.g. written communication skills, dealing with the public etc. | Ability to apply models and concepts from psychology to problems presented. | AF/I |
| **Training** | CPD record indicates a commitment to maintaining up-to-date skills and knowledge as required by the Health & Care Professions Council. | AF/I |
| **Competencies**  
(Behavioural) | **Definition for this Role**  
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 | I/P |
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<tr>
<th><strong>Leadership and Management</strong></th>
<th>Acts with integrity and role models the Councils behaviours and values. Contributes to the creation of a positive environment which encourages open discussion and innovation.</th>
<th>AF/I</th>
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<td><strong>Relationship Building</strong></td>
<td>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.</td>
<td>I/T</td>
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<tr>
<td><strong>Influencing and Persuasion</strong></td>
<td>Uses a range of techniques to achieve acceptable solutions and compromise. Listens well.</td>
<td>I/T/P</td>
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<td><strong>High Level Written and Verbal Communication Skills</strong></td>
<td>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.</td>
<td>AF/I/T/P</td>
</tr>
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</table>
| **Organisation and Planning** | 1. Effectively plans and prioritises, managing own work to ensure deadlines are met.  
2. Maintains accurate up-to-date and accessible records. | AF/I |
| **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. | I |

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