

## INFORMATION PACK Educational Psychologist

### Overview of the Role

Our team of Educational Psychologists (EP) are part of the specialist outreach team, which is led by Melland High School. The EP posts provide a professional educational psychology (EP) service to Bright Futures' children, families and schools.

**The full job description and person specification are at the end of this pack.**

### Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust (MAT) set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: **community, integrity, and passion**. In everything we do, we remember that we are accountable to the children, families, and communities that we serve.



Our schools have their own identities and form one organisation and one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals, and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: [About Us](#)

The central team comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Development, Partnerships and Teaching School Hubs; Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge, and support. In addition to the Executive Team, we have central operations for Finance, HR, Educational Psychology, Marketing and Communications, and Digital

Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future.](#)

Bright Futures Development Network is another important outward facing component of our organisation made up of a number of hubs and networks at the heart the Trust. In January 2021, after significant national reforms to the teaching school policy Bright Futures was designated with two new large-scale [Teaching School Hubs](#), which replace the Alliance for Learning Teaching School. Within this outward facing area of Bright Futures Educational Trust, we have a commercial offer run through the [Alliance for Learning](#) which provides first-class school improvement services and CPD to over 700 schools, further complementing the work of our Teaching School Hubs.

**Collaboration and strong relationships form one of the ‘commitments’ in our Strategy and all components of the Bright Futures’ family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#)**



### **Educational Psychology and Specialist Outreach Team**

Bright Futures places a high priority on meeting the needs of all children and young people. The Educational Psychology and Specialist Outreach (EPSO) Team ensures students' needs are met using the most appropriate and effective approaches.

The team is led and managed through Melland High School and currently comprises two full time Educational Psychologists and a Specialist Leader of Education from Melland's senior leadership team providing high quality specialist support to pupils across the Trust.

The role of the Educational Psychologist within this team and across the Trust is not only integral to pupils learning and development but is also uniquely innovative in its' approach. Educational Psychologists are recognised as leaders and innovators within their field providing expert and highly specialised advice, supervision, strategic planning and training for staff, students, parents and carers.

Links with the University of Manchester enables schools in the Trust to access and take part in the very latest research and facilitates the deployment of Trainee Educational Psychologists thus increasing the capacity of the core team.

The Trust Educational Psychologist role includes work with pupils (preschool to post-16 age range), parents, carers and staff the across the twelve Bright Futures' academies; support for all areas of SEND, as detailed within the Code of Practice; the operation of a consultation-based model of service delivery that is solution-focused and preventative in approach coupled with a range of assessment via for example, consultation, observation, pupil views and direct work.

Assessment is also used to inform specific interventions such as classroom strategies, curriculum adaptations and therapeutic support; to help schools refer pupils to other agencies such as CAMHS, and to effectively contribute to the application process for individual Education, Health and Care Plans.

Specific strategic work is undertaken across the Trust by the Educational Psychologists including support for whole-school priorities as identified within each school's Development Plan, school themed support as a result of direct work with relevant teams and active involvement in the BF SEND Review process. A menu of SEND specific CPD and training packages are planned, offered and delivered to schools including Trust-wide new starter SEND CPD, and an effective and often innovative research programme informs evidence-based practice within and across the Trust academies.

The impact of work of the Educational Psychologists is successfully evidenced through the use of a variety of outcome measures such as casework including teacher pre and post involvement ratings, successful EHCP applications, achievement of key targets such as Goal Attainment Scaling, individual case studies, targeted learning walks and school self-evaluations.

## WHY WORK FOR US?



We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the [Equality, Diversity, an Inclusion statement](#) on our website.

### Terms and Conditions

- Salary:** We pay our Educational Psychologists in accordance with the Soulbury pay scales: Scale A Educational Psychologists point 3-8 (£42,811-£52,440). Pay progression is considered annually in September and in addition after two years' service with us, subject to satisfactory performance, we consider structured professional assessment (SPA). We allow up to three points (one point each year), up to a maximum of point 11 (£57,544)
- Hours:** 36.25 hours per week over 5 days. Flexible working will be considered, please discuss at interview if you wish this to be considered.
- Holidays:** The entitlement is 25 days, plus 8 public holidays. This increases to 30 days plus 8 public holidays after 5 years' service. It is expected that holidays will be taken, in the main, during school holidays
- Pension:** Local government pension scheme. Please take a look at the website: <https://www.gmpf.org.uk/>.
- Place of work:** The role holder will be based with the team in Gorton Education Village (M18 7DT) but will be expected to regularly travel to and work from other Bright Futures' schools in the north west
- Other:** We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.
- We also encourage applicants to discuss any flexible working that they might be interested in, should they be successful. Please see our policy: [Flexible Working Policy 2021 \(bright-futures.co.uk\)](#)

**For a full explanation of our employment offer please see the booklet on our website:**  
[Great-Place-booklet.pdf \(bfet.co.uk\)](#)

### How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

**NO AGENCIES PLEASE.**

Our application form is available online, along with the disclosure of criminal background form. The portal link is <https://bfet.jotform.com/221391704997970>. Alternatively, you can click Apply Now on this role via the current vacancies page of our website. Please upload the forms by 5pm on Thursday 9 June 2022.

The selection will take place on 15<sup>th</sup> and 16 June 2022. You will be notified after the closing date whether you have been shortlisted.

### **Keeping Children Safe in Education**

**Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.**

### **Data Privacy**

You can read the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: [Applicant Privacy Notice](#)

## **JOB DESCRIPTION**

### **Educational Psychologist**

Reports to: Principal Melland High School

#### **JOB SUMMARY**

The key responsibility of the post is to provide a professional Educational Psychology (EP) service to Bright Futures' children, families and schools, as part of a team of EP professionals.

#### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

##### **Provision of service to children, families and schools.**

- To actively participate in the planning, delivery, monitoring and evaluation of an efficient, effective, high quality service to children and young people.
- To act as a psychological consultant to the Trust academies, advising at whole school, group and individual levels in order to facilitate inclusion and attainment.
- To provide a psychological service to the Trust academies, through parents, carers and other service providers.
- To act as a psychological consultant to parents, carers and early years staff and to work jointly with other agencies to facilitate inclusion and attainment of pre- school children.
- Work within the codes of conduct of the Health and Care Professionals Council (HCPC) and other relevant professional bodies.
- To participate in continuing professional development, including professional supervision, at least to the level required by appropriate professional associations, and as required by service managers, sharing information learned with colleagues.
- To attend, participate and contribute to a range of service meetings, supervision, professional training events and appraisals.

##### **Improving standards and attainment**

- To provide and co-ordinate a broad range of work with the Trust's schools in the North West and to contribute to the evaluation and review regarding outcomes for vulnerable children and young people.
- To provide psychological consultation and direct work with children towards setting and meeting targets for assessment, intervention and review of children with special educational needs, in accordance with the Code of Practice, using a range of psychological tools and approaches.
- To establish, maintain and utilise personal and corporate networks to enable the attainment and social inclusion of children and young people.
- To undertake a broad range of research and development in conjunction with the academies, and others, regarding assessment, intervention, recording, monitoring and evaluation at whole-school, group and individual child needs.

##### **Training**

- To develop and deliver high quality training to teachers, support assistants and relevant personnel across the Trust.

##### **Other general Senior Leadership responsibilities, behaviours and expectations**

- Develop and maintain a culture of high expectations for self and others.
- Contribute to improvements across the whole Trust
- Lead by example in all aspects of leadership consistently promoting the Trust's vision, values and commitments

- Work to the ‘Nolan Principles’ of public life: Selflessness, Integrity Objectivity, Accountability, Openness, Honesty, Leadership.
- A commitment to maintaining confidentiality and acting with discretion at all times
- A positive approach to challenges, which seeks solutions to problems and addresses difficulties with positivity and good humor.

## PERSON SPECIFICATION

Category	Essential	Desirable	Method of assessment
<b>Qualifications, Education, training</b>	<ul style="list-style-type: none"> <li>• A Chartered Educational Psychologist (BPS)</li> <li>• Currently registered with the Health and Care Professions Council as a practitioner psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing continuous professional development</li> </ul>	Application
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Experience in providing emotional and therapeutic support to students in schools</li> <li>• Experience in managing change within short time scales</li> <li>• Experience of using a range of assessment techniques with children and young people</li> <li>• Experience of delivering workshops or training to share learning and improve understanding of other professionals, on a one to one and group situation</li> </ul>		Application form/interview/Tasks
<b>Knowledge, skills, and abilities</b>	<ul style="list-style-type: none"> <li>• Ability to use own initiative and pay close attention to detail; capable of hands on problem-solving, with ability to generate ideas and solutions</li> <li>• Ability to champion and drive forward across BFET an improved understanding and appreciation of barriers to children’s learning and a hunger to improve learning outcomes for children</li> <li>• Ability to work in an organised and efficient manner within an overall service format and to develop positive, productive relationships with colleagues within Bright Futures</li> <li>• Understanding of the Code of Practice and SEN legislation as it applies to the work of educational psychologists</li> <li>• Understanding of the Code of Practice and SEN legislation as it applies to the work of educational psychologists</li> </ul>		Application form/interview/Tasks
<b>Personal Qualities/Other</b>	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills; ability to communicate and influence others through both verbal and written media and demonstrates the ability to build effective partnerships</li> <li>• Diplomacy with the ability to challenge where required</li> <li>• Ability to easily commute to all schools in the Trust</li> </ul>	Driving licence and car owner	Application form/interview/Tasks

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
<b>Safeguarding</b>	Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people		Interview/Tasks
<b>Our Values</b>	Community: Evidence of working together for a common purpose and encouraging diversity		Interview/Tasks
	Integrity: Evidence of doing the right things for the right reason		Interview/Tasks
	Passion: Evidence of taking personal responsibility, working hard and having high aspirations		Interview/Tasks

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