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| **Job Family Profile** | **Leadership – Role A** |
| **Job Title / Directorate** | **Principal Educational Psychologist and Head of Brighton and Hove Inclusion Support Service** |
| **Organisation Level** | **Tier 4** |
| **Job Family Description** | |
| Shaping services to achieve priorities through leadership of people and management of resources. Setting or influencing the future direction of the wider organisation. Role modelling corporate values and behaviours. | |
| **Work Level Attributes** | |
| * Operational managers coordinating work, systems and processes of multiple teams to deliver services. Targets are measurable. Adapts priorities / juggles competing requirements to achieve results. * Making change happen at this level entails the continuous improvement of existing resources, services and systems. Responsible for development and empowerment of subordinates. * Works collaboratively with peers across group disciplines/functions to improve performance or service delivery. * Leads on response to changes imposed by the external world (e.g. a legislative change). May collaborate with peers outside of the organisation. * Accountable for delivering against annual plans with major contribution to plans for subsequent years. Acts as lynchpin between overall strategic direction and practical deployment of resources to achieve agreed outcomes. | |
| **Key Responsibilities** | |
| * Be accountable for operational delivery of high quality customer-focussed services working with service users, partners and stakeholders * Be fully accountable for the development and management of devolved operational and capital budgets for the area managed, including developing and agreeing business plans, and contribute to development of strategy for the whole service * Lead service transformation, motivating, developing and managing staff through change * Develop and maintain effective collaborative working relationships with key strategic partners including Members, government agencies, suppliers, third sector and council departments * Lead the Service in developing best practice, setting objectives and performance measures * Be accountable for compliance with statutory duties, internal and external audit requirements and service standards | |

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| **Role Specific Accountabilities** |
| **Specific duties of the Principal Educational Psychologist**   * To provide strategic leadership and operational management ensuring the effective delivery of a broad-based Educational Psychology Service. * To be accountable for the professional practice, health & safety, induction, supervision and continuing professional development of applied Psychologists in Brighton & Hove City Council; and for the efficiency, quality and effectiveness of the Educational Psychology Service. * To ensure that the City Council is assisted in its strategic priorities and direction through the application of applied educational psychology to maximise the impact of the Families, Children & Learning strategies, including:   + SEND & Inclusion (prevention and monitoring of our area Independent & Non-Maintained placements);   + Children in Care (Looked After Children);   + Vulnerable children and young people (Preventing exclusions from school and working for those in the Youth Justice system;   + Emotional Mental Health & Well-Being (child mental health);   + Family Support & Safeguarding;   + Critical Incidents, Child death reviews & Emergency Planning. * Take lead responsibility for effective planning and management of the budget for the Educational Psychology service. This will include maintaining the buyback arrangements with mainstream schools, ensuring the provision of good value for money and securing efficiency savings as they are required or arise. * To participate as a member of the Health, SEN and Disability (HSEND) leadership and management team supporting the Assistant Director for HSEND, Education and Skills team, Safeguarding and Care team and the Head of Special Educational Needs Service in planning and reviewing the work of the LA in the identification, assessment and provision for children with a wide range of barriers to learning. * To work with the Assistant Director for HSEND, Education and Skills team, Safeguarding and Care team and the Head of Special Educational Needs Service in developing and implementing the Local Authority’s SEND Strategy. * To lead and co-ordinate certain complex SEND including SEMH casework, as agreed. * To ensure specialist psychological input is provided when representing the Local Authority at SENDIST where appropriate, and responding to complaints and enquiries from families, councillors and others. * To oversee the quality and standards of services provided to comply with codes of professional ethics and competencies of the Health & Care Professions Council and the British Psychological Society’s Quality Standards for Educational Psychology Services. * To undertake other duties as the needs of the Educational Psychology Service indicate as negotiated with the Assistant Director for HSEND.   **Specific duties of the Head of Inclusion Support Service**   * To provide strategic leadership and operational management ensuring the effective delivery of prevention, early intervention and specialist teaching services for SEND & child mental health:   + Autism Spectrum Condition (ASC) & Language;   + Early Years;   + Early Language Support;   + Literacy Support;   + Schools Wellbeing Service;   + Social Emotional Mental Health (SEMH);   + Sensory Needs: Hearing Impairment & Visual Impairment; * To be accountable for the efficiency, quality and effectiveness of these specialist services * To be accountable for the professional practice, health & safety, induction, supervision and continuing professional development of:   + SEN Specialist Teachers & Practitioners, including Qualified Teachers for Hearing Impaired (QTHI) & Qualified Teachers for the Visually Impaired (QTVI);   + Primary Mental Health Workers & Education Mental Health Practitioners * To provide strategic leadership and management of the Inclusion Support Service in line with the Directorate and Service level business plans. * To provide strategic leadership and line management of the Team Lead of the Schools Wellbeing Service to ensure service delivery is in line with the Service Specification: delivering whole school approaches and individual therapeutic interventions and support. * To take lead responsibility for the implementation of the co-produced SEND Strategy where the objectives fall within the scope of the Inclusion Support Service. * Take lead responsibility for effective planning and management of the budget for the Inclusion Support Service & Schools Wellbeing Service. This will include maintaining the buyback arrangements with mainstream schools, ensuring the provision remains good value for money and securing efficiency savings as they are required or arise. * Develop further the concept and working practices through the use of annual and termly ‘Service Agreement Planning’ (SAP) to ensure co-ordinated services delivered for each education setting, to avoid duplication and maximise the available allocation of resources and access to specialist services. * Ensure that support from the Inclusion Support Service is available to young people, families, schools and other related services. * Ensure that all key policy documents/plans/strategies that refer to BHISS working with children, young people and their families are co-produced with our local parent forums PaCC and Amaze.      * Liaise with the integrated provisions for SEMH and SEND to ensure that specialist teachers and practitioners within the Inclusion Support Service provide support that is aligned, fully integrated and effective. * Produce an annual report on the outcomes and effectiveness of the Inclusion Support Service for internal and external publication. * Lead a cohesive workforce development offer for mainstream schools, special schools and associated professionals. This offer to include high quality training, advice, consultation and guidance in a tiered model of “universal”, “targeted” and “specialist input” depending on need and circumstance. The programme to be open to parents and families as well as professional staff. * Undertake annual commissioning negotiations with special schools providing outreach services to agree output targets in relation to their respective services and to ensure alignment with the work undertaken by the Inclusion Support Service. |

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| **Key Personal Attributes** |
| * Experience of leading and managing multidisciplinary teams, enabling others, dealing with problems and developing people - including setting objectives and managing performance. * Ability to make change happen and implement transformation programmes and keep staff motivated through the change * Experience of contract management and commissioning of services or demonstrable equivalent knowledge * Demonstrable knowledge of the issues facing local authorities and statutory and regulatory frameworks, policies and procedures relating to the area managed * Experience of managing large and complex budgets |

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| **Role Specific Attributes** |
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| **General Accountabilities** |

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| * Uphold and promote the aims of the Council’s Equality and Diversity policies to ensure non-discriminatory practices in all aspects of work. Ensure that equality and diversity are embedded in the way the directorate is led, managed and its services are delivered. * To be accountable for safeguarding and effective exploitation of all data and information systems within the area(s) managed in line with corporate risk management protocols, and in collaboration with services across the organisation. * To ensure that all operations are conducted in accordance with the council’s Health & Safety policy and all relevant legislation, demonstrating leadership and commitment to continuous improvement in health & safety performance. * Uphold the Nolan Principles, which are the basis of the ethical standards expected of public office holders. |