



WARWICKSHIRE COUNTY COUNCIL

S O U L B U R Y PAY AND CONDITIONS

**Guidance Booklet and Application Proformae
for
Structured Professional Assessment (SPA)
Levels 1, 2 and 3**

March 2017

CONTENTS:

- Introduction

SECTION 1 - SPA Level 1 :

- Guidance Notes on Application
- Level 1 Application Proforma
- Level 1 Evidence Proforma

SECTION 2 - SPA Level 2 :

- Guidance Notes on Application
- Level 2 Application Proforma

SECTION 3 - SPA Level 3 :

- Guidance Notes on Application
- Level 3 Application Proforma

Introduction

This document details the policy for the award of Structured Professional Assessments (SPA) 1, 2 and 3 for both learning and improvement professionals and Educational Psychologists. **Criteria referring specifically to Education Psychologists are indicated in italics.**

Background

The Structured Performance Assessment (SPA) system has been designed as a national system for local implementation. There is no nationally agreed process for the implementation or administration of the SPA system. In view of this managers of Soulbury officers in Warwickshire have designed the following arrangements to administer the SPA 1, 2 and 3.

Eligibility

The national Soulbury agreement sets out the following provisions with regard to eligibility:

- In order to be eligible for Structured Professional Assessment 1, a Soulbury-paid officer must have had four or more years' continuous service with one or more local authorities. Authorities have the discretion, however, in 'exceptional circumstances' to consider applications from individual officers earlier than this. In Warwickshire applications can be made for SPA1 after 2 years continuous service.
- Applications for SPA2 can be made one year after a successful application for SPA1.
- The award of a third SPA point will not be made until at least 2 years after officers have achieved the second SPA point.

SECTION 1

LEVEL 1: GUIDANCE AND PROFORMA FOR APPLICATION

When you are eligible to apply for SPA Level 1, discuss the process with your line manager. Complete the detailed evidence application form and pass it to your line manager at least a week before a meeting planned to discuss it. At the meeting, your line manager will discuss your application and supporting evidence. Line managers will make a recommendation to the Management Team who will discuss all applications. Your line manager will inform you of the outcome at your application.

Listed below are details which should help frame your application:

Level 1 Assessment

(i) Whole Service Standards

These relate to the national Soulbury criteria.

(ii) Evidence for First Level Award

These are prompts, based on the competencies which indicate the type of evidence required. Some will relate to particular elements of the service and it is emphasised that these are suggested prompts, i.e. they are neither absolute nor exclusive and you should not feel you need to respond to each as specified.

(iii) Sources of evidence

These are areas of experience and work which might provide evidence.

In detail:

(i) Whole Service Standards:

- A. Development - fully informed of developments in own specialist area.
- B. Developing the service - makes a recognised contribution to the policy, planning and meeting of performance targets for the Local Authority *including engaging proactively in the EPS traded work*.
- C. Improving standards - makes an identified contribution to improvement and evaluation of service delivery.
- D. Management and administration - manages and assesses resources to provide efficient delivery of services.
- E. Equal opportunities - contributes to the development of the Authority's policies in improving access to its services and raising achievement levels for local communities.

(ii) Examples of Evidence for First Level Award

N.B. Please attach to your application form at least one piece of evidence to support each of the five criteria, for example: summary of SPRS competencies, evaluation summaries, letters commenting on effectiveness, notes of visits with relevant content *(and in the case of the EP service: Annual Summaries from educational establishments,)*

A. Development - fully informed of developments in own specialist area.

- Can demonstrate how their specialism (in the field of, curriculum, phase of schooling, *educational psychology*, etc) contributes to the delivery of services and service planning;
- Can demonstrate how their knowledge and understanding of recent developments in, relevant legislation or government/LA strategies */applied psychology* have contributed to their implementation in Warwickshire educational establishments, Early Years settings and communities;
- Can demonstrate how they have used professional development opportunities to keep up-to-date in their area of work.
- Can demonstrate how the effective use of their expertise has had a positive impact on raising achievement, educational establishment *and college* improvement or *promoting inclusion/reducing exclusion*.
- *Can demonstrate how their practice conforms to the standards of the Health Care Professionals Council*

B. Developing the service - makes a recognised contribution to the policy, planning and meeting of performance targets for the Authority.

- Can demonstrate how they have contributed to establishing priorities within their Service to support Warwickshire's educational aims;
- Can demonstrate that they produce the required reports and keep the required records of their work;
- Can demonstrate a recognised contribution to one or more of the objectives of the Team's Business/ Section Plan or Children and Young People's Plan (CYPP).
- *Can demonstrate how they have maintained the completion of psychological advice contributing to statutory assessments within established LA timelines.*
- Can demonstrate how they have set challenging targets for their work and have planned appropriate action to meet the targets.
- *Can demonstrate that they have made a positive contribution to the income generation targets of the EPS.*

C. Improving standards - makes an identified contribution to improvement and evaluation of service delivery.

- Can demonstrate the impact of their work on several educational establishments
- Can show that they evaluate the impact of activities they engage in to provide support to educational establishment improvement or strategic management, *or Early Years settings/ communities*;
- Can show how they have contributed to celebrating good practice or celebrating organisation or individual or group success.

D. Management and administration - manages and assesses resources to provide efficient delivery of services.

- Can demonstrate that the individual's inputs to the Service' aims and objectives are met;
- Can demonstrate successful management of relevant teams, projects and/or budgets.

E. Equal opportunities - contributes to the development of the LA's policies in improving access to its services and raising achievement levels for local communities.

- Can demonstrate the promotion of equality of opportunity for learners in Warwickshire's educational establishments
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(iii) Sources of evidence

(These relate to the whole service standards and are areas of experience and work which might provide evidence).

A. Development - fully informed of developments in own area of work.

- Subject Associations (*not Educational Psychologists*)
- *British Psychological Association*
- Conferences (contribution and attendance);
- Ofsted training (*not Educational Psychologists*)
- Involvement in Ofsted Inspections (*not Educational Psychologists*)
- Performance Management;
- DfES (*and QCA*) updates;
- Network/*cluster* meetings;
- Accredited courses;
- Briefings;
- Training colleagues;
- Involvement in local/regional/national working groups;
- Publishing advice and guidance/ *articles in professional journals*.

B. Developing the service - makes a recognised contribution to the policy, planning and meeting of performance targets for the Authority.

- Conferences (contributions and attendance);
- Performance Management;
- Regional and local partnerships and initiatives;
- Network meetings;
- CPD in response to discussions with line manager;
- Quality of Inset;
- Professional leadership of colleagues;
- Strategic planning;
- Target setting;
- Role as line manager;
- Co-ordinating and leading authority initiatives;
- Convene working groups;
- Cycle of visits to educational establishments;
- Teaching and learning evaluations;

- Support for Governing bodies and elected members;
- Involvement in policy and planning
- Involvement in projects, working groups.
- Leadership and management support in educational establishments at senior and middle levels (*not Educational Psychologists*)

C. Improving standards – makes an identified contribution to improvement and evaluation of service delivery.

- Target agreement/*Service planning* meetings with educational establishments;
- Support for national initiatives to raise standards in educational establishments;
- Initiation and co-ordination of bids to funding agencies which impact on service delivery;
- Evaluation and feedback on educational establishment performance data to individual institutions /*Use of data to support educational establishments and/or Early Years settings*;
- Support for educational establishments in post-Ofsted Inspection activity;
- Partnership reviews (*not educational psychologists*)
- Support for educational establishments causing concern;
- Monitoring of teachers/subject areas experiencing difficulty (*not essential for educational psychologists*)

D. Management and administration - manages and assesses resources to provide efficient delivery of services.

- Standards Fund and other grant management (*not educational psychologists*)
- Traded services management;
- Project management;
- Strategic/ *CYPP* Plan Delivery;
- Advice to senior management and governing bodies in educational establishments
- Involvement with other external funding sources;
- Managing/evaluating impact of: teams
 - o projects
 - o strategies
 - o budgets
- Providing professional guidance to educational establishments/teachers/others;
- Co-ordinating support for educational establishments causing concern
- Guidance on health and safety/accommodation issues (*not educational psychologists*).

E. Equal opportunities - contributes to the development of the Authority's policies in improving access to its services and raising achievement levels for local communities.

- Training on equal opportunities, including anti-racism, inclusion;
- Evaluation of equal opportunities policies effects through performance data analysis with educational establishments;
- Awareness-raising of equal opportunities through the medium of Inset evaluations;
- *CYPP* content reflecting Service promotion of equal opportunities;
- Dissemination of policy and awareness-raising documentation to educational

establishments;

- Contribution to lifelong learning and community education initiatives and programmes;
- Work with parents and governing bodies through training opportunities;
- Contribution to publications and/or training events;
- Implementation of equal opportunities policies through staff appointments.

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LEVEL 1: APPLICATION FOR STRUCTURED PROFESSIONAL ASSESSMENT

Personal Details

Name	
Current Post Title	
Date of Appointment to Soulbury Scale In Warwickshire	
Date Appointed To Current Post	

Application

I wish to apply for an assessment within the Soulbury Scheme for Structured Professional Assessment at Level 1:

Signature of applicant:

Date:



Outcome of Assessment

I judge that has/has not* met the criteria of the Soulbury Scheme for Structured Professional Assessment at Level 1. The effective date for the award of the SPA point should be:

Signed: Date:
(line manager)

Countersigned : Date:
(Head of Service)

When completed one copy of this form should be given to the applicant and one copy forwarded to the HR and Payroll Team. A change to employment form should also be completed on line

EVIDENCE FORM FOR LEVEL 1 AWARD

SOULBURY – STRUCTURED PROFESSIONAL ASSESSMENT

Name of Employee _____

A - DEVELOPMENT – Employee must show that they are fully informed of the developments in their area of work.

Evidence identified	Line Mgr - tick if criterion met

Line Manager's comment <i>(can interpret/firm up evidence presented)</i>
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B – DEVELOPING THE SERVICES – must make a recognised contribution to the policy, planning and meeting of performance targets for Warwickshire.

Evidence identified	Line Mgr - tick if criterion met

Line Manager's comment <i>(can interpret/firm up evidence presented)</i>
--

C – IMPROVING STANDARDS –must make an identified contribution to the improvement and evaluation of service delivery across all appropriate aspects of the LAs’ functions.

Evidence identified	Line Mgr - tick if criterion met

Line Manager's comment <i>(can interpret/firm up evidence presented)</i>
--

D – MANAGEMENT AND ADMINISTRATION – must manage and assess resources to provide efficient delivery of services.

Evidence identified	Line Mgr - tick if criterion met

<p>Line Manager's comment <i>(can interpret/firm up evidence presented)</i></p>

E – EQUALITY OF OPPORTUNITIES: must contribute to the development of Warwickshire’s policies for improving access to services and for raising achievement levels for the people of Warwickshire.

Evidence identified	Line Mgr - tick if criterion met

<p>Line Manager's comment <i>(can interpret/firm up evidence presented)</i></p>

SECTION 2

LEVEL 2: GUIDANCE AND PROFORMA FOR APPLICATION

When you are eligible to apply for SPA Level 2, request an additional meeting with your line manager. Complete the general application proforma and give it to your line manager. At the meeting, your line manager will review the documentation submitted for Level 1 and discuss how you have sustained your contribution to the efficiency and effectiveness of the service in the different areas. Line managers will make a recommendation to the Management Team/*Principal Educational Psychologist who will discuss all applications with the EPS Leadership Team*. Your line manager will inform you of the outcome of your application.

WARWICKSHIRE COUNTY COUNCIL

LEVEL 2: APPLICATION FOR STRUCTURED PROFESSIONAL ASSESSMENT

Personal Details

Name	
Current Post Title	
Date Of Appointment To Soulbury Scale In Warwickshire	
Date Appointed To Current Post	
Date SPA 1 granted	

Application

I wish to apply for an assessment within the Soulbury Scheme for Structured Professional Assessments at Level 2

Signature of applicant:

Date:

A

Outcome of Assessment

I judge that has/has not* met the criteria of the Soulbury Scheme for Structured Professional Assessments at Level 2. The effective date for the award of the SPA point should be:

Signed: Date:
(line manager)

Countersigned : Date:
(Head of Service)

When completed one copy of this form should be given to the applicant and one copy forwarded to the HR and Payroll Team. A change to employment form should be completed on line.

SECTION 3

LEVEL 3: GUIDANCE & PROFORMA FOR APPLICATION

Criteria

It was agreed nationally that the following criteria should apply to the assessment of the third SPA point:

To qualify for the award of the 3rd SPA point, officers will:

- need to demonstrate that they have made an exceptional contribution to the development of the service over a sustained period, for instance in developing the Children's Services agenda in the authority;
- be involved in a programme of CPD focused on the requirements of the service and the aspirations of the officers for their own professional development.

The criteria for award of a third SPA point are not based on any specific quota for its award. The criteria relating to the first two SPA points remain unaltered.

Further guidance on the criteria

Applicants will need to have evidence that they have made a sustained exceptional contribution to the work of the authority over a minimum of five years. This will include two years prior to their SPA1 application, a further one year before their SPA 2 application and a further two years prior to their SPA 3 application.

In meeting the criteria for an exceptional contribution to the service Southbury Officers will need to demonstrate that they have contributed towards outcomes that are not just satisfactory but that their contribution is beyond that normally expected of their role. In other words, their work has not just met the requirements of the post but the impact of their work has gone beyond a satisfactory fulfilment of the job description. The following list includes some of the ways an applicant for SPA 3 might be able to demonstrate their work meets the criteria.

Their work;

- has led to improved outcomes for young people over a minimum period of five years
- has been usually valued and acknowledged by educational establishments and other partners as being of high or exceptional quality
- shows they have built positive relationships with educational establishments and other partners
- results in written reports and consultation records which are detailed and accurate
- produces well- judged guidance, including accurately identified and precisely defined actions/ *produces well-judged Psychological Advice which conforms to EPS guidance on the production of Advice*
- meets internal deadlines for the completion of tasks
- shows they have successfully led a new initiative or policy
- has been acknowledged as good or better by Ofsted, the DfES or other national organisation. (*not EP's*)

To show that they meet the requirements of being involved in a programme of CPD applicants will need to demonstrate how they have:

- undertaken activities to improve their skills and expertise. This could involve participating in a nationally relevant and recognised course of study or seeking accreditation under the BTEC award for educational establishment improvement professionals/*Chartered status under the British Psychological Society*. Other examples, could include include qualification as a SIP /*doctoral level qualification as an EP* or other professionally recognised qualification. It could involve having taken part in study visits or exchange programmes. Applicants would need to have evidence that they have made a sustained effort over a period of years to improve their professional skills and qualifications. *EP's need to evidence having published work in a recognised professional journal or equivalent.*

A change in role or responsibility within the five years will not affect the application. Applicants will need to demonstrate that they have made an exceptional contribution in relation to the job description of the role they have at any one time within the organisation.

Application process

The application process is set out below. The process is intended to be fair, transparent and robust and in keeping with the national agreement.

The eligible Soulbury Officer should complete the application form and send it to:

In the case of Educational Psychologists:

the Principal Educational Psychologist (PEP who will arrange a mutually convenient time to meet the applicant and with their line manager and they will discuss the strength of the application. The applicant should have available at that meeting supporting evidence for each of the criteria. There are no set rules for the supporting evidence. However, officers might wish to have available their performance review documents, documents detailing their continued professional development plus other evidence of the impact of their work which supports their application.

The PEP will make a recommendation to the Assistant Head of Service for SEN & Inclusion about the outcome of each application and they will consider each submission together to ensure consistent application of the eligibility criteria. In the case of the PEP making an application for SPA at Level 3, the application will be made directly to the assistant Head of Service for SEN & Inclusion.

The Assistant Head of Service for SEN & Inclusion will inform the applicant of the outcome of their application in writing within three weeks of it being made.

In the case of educational establishment improvement professionals:

the line manager who will arrange a mutually convenient time to meet the applicant and discuss the strength of the application. The applicant should have available at that meeting supporting evidence for each of the criteria. There are no set rules for the supporting evidence. However, officers might wish to have available their performance review

documents, documents detailing their continued professional development plus other evidence of the impact of their work which supports their application.

The line manager will make a recommendation to the Management Team and they will consider each submission together to ensure consistent application of the eligibility criteria.

The Head of Service will inform the applicant of the outcome of their application in writing within three weeks of it being made.

Appeals process

If an applicant is not successful in their application this will not prevent them making another application in the future. A further application can be submitted no earlier than twelve months following the previous application. The fact that an earlier application was declined will not, in any way, prejudice the next application.

In any cases where officers or inspectors feel they have not been treated correctly they may appeal by challenging the local assessment. In this instance the appeal will be heard by the Head of Division supported by another panel member to be decided by the Head of Division. They will examine the original documentation and interview the line manager and officer concerned. The decision of the Head of the Division is final and there are no further grounds for appeal.

These appeal arrangements comply with the statutory requirements relating to workplace grievance procedures.

Level 3 : APPLICATION FOR STRUCTURED PROFESSIONAL ASSESSMENT

Name:

Date awarded SPA1

Date awarded SPA2

Criteria	Supporting Evidence
Exceptional contribution to the service over a sustained period	
	•

Continuing professional development	

Signature:
Applicant

Date:

Outcome of Assessment

I judge that has/has not* met the criteria of the Soulbury Scheme for Structured Professional Assessments at Level 3. The effective date for the award of the SPA point should be:

Signature:

.....
Line manager/Principal Educational Psychologist

Date:

.....

Signature:

.....
Head of Service/Assistant Head of Service for SEN & Inclusion

Date:

.....

When completed one copy of this form should be given to the applicant and one copy forwarded to the HR and Payroll Team. A change to employment form will also need to be completed on line