

**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL
JOB PROFILE**

DEPARTMENT: Children’s Services	SERVICE GROUP: Specialist Teaching & Support Services
POST TITLE: Specialist Officer Team Leader	REPORTS TO: Service Manager SCIL Team
GRADE: PO5	SAP POSITION NUMBER:

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. **Please see the separate guidance information on how to complete the form located on Bradnet.**

Key Purpose of Post:

- Lead a team of specialist officers within the SCIL team and be an integral part of the leadership team for the Specialist Teaching and Support Services, ensuring effective delivery of high quality integrated teaching services for children and young people with SEND across the district and aligned localities.
- Line management and performance management of specialist officers, to ensure direct delivery of high quality specialist teaching and support services, support, advice and training, including delivering effective evidence based programmes for children and young children with SEND.
- To carry a caseload of work with schools/settings with children and young people who have SEND, supporting the work of the specialist officers within the Specialist Teaching and Support Services to deliver a specialist service to children and young people with a range of additional needs such as social/emotional/mental health difficulties, cognition and learning or communication and interaction needs.
- To provide specialist support, advice and training as part of a team of a specialist and support staff in schools.

Main Responsibilities of Post:

1. To lead a team of specialist officers in the SCIL team within the Specialist Teaching and Support Services.
2. To liaise closely with the Service Manager of the SCIL team and the Lead Specialist Teachers and to take a lead role and contribute to the planning, delivery and evaluation of the service working as part of the senior leadership team.
3. Be responsible for the performance management and appraisal of the specialist officers and practitioners and assist in monitoring and evaluating their performance against the service key priorities and outcomes framework.
4. To assist staff in schools/settings in the development of effective and robust assessment and monitoring procedures.
5. To plan and deliver, to the highest standards, the requirements specified in the service level agreements with schools/settings for children and young people with SEND, aligned and in collaboration with the Prevention & Early Help Service, wider Children's Services and other external agencies and partners.
6. To participate in service meetings and professional development and training and contribute to service evaluation and improvements.
7. Contribute to any evaluative reports required by service users, the Local Authority and other stakeholders on performance and the impact of the specialist teaching team and the service as a whole on improving a range of outcomes for children and young people with SEND.
8. To contribute to rigorous reviews of the SLA's, work with schools in order to ensure robust evaluation of impact of the work of the team on improving outcomes for the CYPP and the process and effectiveness of the traded element of the service.
9. To have a caseload of work to support children and young people with SEND, including;
 - To monitor, assess and review children's progress using specialist assessments under the guidance of a specialist teacher.
 - To exemplify good practice, and the direct delivery of evidence based programmes,
 - To keep up-to-date records of support provided to schools using ICT.
10. To personally adhere to and at all times act within Child Protection policies and procedures reporting any concerns about individual children's welfare to the named person.
11. Implement and follow Bradford MDC's policies and procedures, including personally adopting and promoting Bradford MDC's Values and Vision.
12. To take a lead role and contribute to the planning, delivery and evaluation of the service and locality working through inclusion on the senior leadership team, including the allocation and effective use and impact of the Early Years Inclusion grant.
13. A commitment to supporting children and families through transitions between and within phases of education, and to work in partnership with parents following the principles of informed choice.
14. To undertake all duties commensurate to the nature and level of the post at initial place of work, or at any other venue.

<p>Structure:</p>	<div style="border: 1px solid black; padding: 10px; background-color: #f4a460; width: fit-content; margin: 0 auto;"> <p>Structure at the end of the document</p> </div>	
<p>Special Knowledge Requirement: Will be used for shortlisting.</p>		
<p>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.</p>		
<p>Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public, (e.g. in children’s centres) – where the person is able to demonstrate that they can during the interview: a) Can express themselves fluently and spontaneously, almost effortlessly b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language.</p>	<p>Essential</p> <p>X</p>	
<p>Understands and carries out the working practices, procedures and processes that underpin the provision of high quality Careers Education, Information, Advice and Guidance services and in line with the SEND Code of Practice.</p>	<p>X</p>	
<p>Understands and applies health and safety working practices, including risk in own area of work.</p>	<p>X</p>	

Competency Based Job Profile Specialist Officer Team Lead

Uses a range of basic computer applications, particularly Microsoft Office.	X
Uses relevant Information Management Systems and understands how to analyse, interpret and present complex information from a variety of sources.	X
Understands and applies Council safeguarding practices for Children and Vulnerable Adults.	X
Understands and applies Council policy in Information Security.	X
Understands and applies Council policy in Equality and Equal Opportunities.	X
Has working knowledge of a range of client assessment tools and/or guidelines used across Council services for Children and Vulnerable Adults.	X

Relevant experience requirement: Will be used for shortlisting

The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the advanced threshold level outlined under Special Knowledge above.

3 years' experience of providing education, information, advice and guidance to young people and their parents/carers in a range of settings, including 2 years' experience of delivering specialist education, information, advice and guidance to young people with SEND and other additional support needs, and their parents/carers in a range of settings.

Experience of line management / performance management of staff.

Demonstrable experience of leading a team

Relevant professional qualifications requirement: Will be used for shortlisting

Evidence of professional development or study or professional accreditation within the field of SEND.

GCSEs in English and Maths Grade A-C, or equivalent.

Core Employee competencies at manager level to be used at the interview stage.

Carries Out Performance Management – covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and at a high standard.

Communicates Effectively - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information.

Carries Out Effective Decision Making - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work.

Undertakes Structured Problem Solving Activity - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships.

Operates with Dignity and Respect - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.

Management Competencies: to be used at the interview stage.

Operates with Strategic Awareness Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.

Practices Appropriate Leadership Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do.

Delivering Successful Performance Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District's vision & work to achieve Council's values & agreed outcomes.

Applying Project and Programme Management Our manager's work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning.

Developing High Performing People and Teams Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council's values and goals.

Working Conditions:

Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.

Special Conditions:

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance Enhanced DBS check required.

The post holder is required to have a useable car available at all times or as advised by the line manager. The post is designated Casual Class 1 Car User status for the better performance of the duties for which the HMRC rate is payable.

Compiled & Reviewed by:

Lucy Stead

Date: 12.05.21

Grade Assessment Date:

Post Grade: No change

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