

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

DEPARTMENT: Children's Services	SERVICE GROUP: Specialist Teaching & Support Service
POST TITLE: Team Leader – Early Years	REPORTS TO: SCIL Service Manager
GRADE: Leadership 5 - 9	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 teachers for the service role and be an integral part of the leadership team for the SCIL team ensuring flexible, responsive and effective delivery of high quality integrated teaching services for children and young people with SEND across the district, and aligned to localities/clusters/groups of schools
- Line manage and performance manage specialist teachers, 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, service users.

- To carry a caseload of work with schools/providers with children and young people who have SEND so that they meet children and young people's needs and enhance their own future capacity to meet needs.
- Provide support, advice, and training for settings and schools concerning specialist areas of SEND, so that they meet children and young people's needs and enhance their own future capacity to meet needs.

Main Responsibilities of Post:

- To lead a team of specialist teachers for the SCIL team within the Specialist Teaching and Support Services.
- To take a deputising role for the Service Manager of SCIL Team in their absence and as directed at other times, and to liaise closely with the Lead Specialist Officer.
- To take a lead role and contribute to the planning, monitoring, delivery and evaluation of the service through inclusion on the senior leadership team, including working closely with the Lead Specialist Officer and EYIF project Officer in the allocation and effective use and impact of the Early Years Inclusion grant.
- To monitor and evaluate specific programmes/pieces /interventions of work of their improvement
- Be responsible for the performance management and appraisal of the specialist teachers and act on range of outcomes for children and young people with SEND teachers and practitioners and assisting in monitoring and evaluating their performance within the service against the key priorities and outcomes framework
- To have a caseload of work to directly support children and young people with SEND including exemplifying good practice, modelling teaching and the direct delivery of evidenced based programmes.
- To assist staff in schools/provision in the development of effective and robust assessment and monitoring procedures and effective pathways specifically for Early Assessment and identification.
- To plan and deliver, to the highest standards, the requirements specified in the service level agreements with schools/provision for children and young people with SEND
- To communicate effectively with children and young people, their parents and carers, school staff and service users, professional colleagues within the Service, Prevention and Early Help Service, wider Children's Services and other external agencies and partners including Public Health and Health Visitors, Health practitioners.
- To participate in Service meetings and professional development and training and contribute to service evaluation and improvements.
- To be a named safeguarding lead officer for the Service. To ensure that the safety of children is paramount and to implement the policies, procedures in line with the Bradford Safeguarding Childrens Board, promoting the safety, welfare of children and work with other council colleagues to identify any 'missing' children.
- 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.
- To contribute to rigorous reviews of the SLA s work with schools in order to ensure robust evaluation of the impact of the work of the team on improving outcomes for the CYPP and the process and the effectiveness of the traded element of the service where appropriate
- To undertake all duties commensurate to the nature and level of the post (leadership) at an initial place of work or any other venue within the locality.

Structure:	Please ignore , new structure chart on page -- 8		
Special Knowledge Requirement: Essential for shortlisting			
Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column			
<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, the person is able to demonstrate that they can during the interviews :</p> <p>a) Can express themselves fluently and spontaneously, almost effortlessly</p> <p>b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language</p>	Essential X		
Carries out the working practices, procedures and basic operations across a specialist area or number of specialist areas. Carries out a	X		

variety of specialist professional; or general managerial responsibilities effectively, with a considerable depth of knowledge across a range of areas relevant to the SEND agenda	
Uses specialist knowledge of health, safety and environmental policies, procedures and regulations, including risk in own area and/or across other areas of work. Plans own work, and programmes work for others, taking into account any Health, Safety and Environmental policies, procedures and issues - briefing others where relevant and carrying out checks as/when appropriate, including taking preventative and/or remedial action. Identifies and manages risk, in relation to operational objectives.	X
Uses a range of specialist ICT systems across own work area and or across other areas of work. Understands the requirements surrounding data protection and information security and the relevant transfer of data through internal and external mechanisms.	X
Assists in oversight of a budget, keeping costs within agreed levels for own area and contributes to Corporate savings.	X
Uses, interprets, analyses and communicates complex information from a variety of sources.	X
Detailed and current knowledge of Safeguarding and the Prevent agenda and the ability to advise and respond quickly and appropriately in line with local and national legislation and advice.	X

Relevant experience requirement: Essential 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 standard outlined under Special Knowledge above.

A minimum of 3 years specialist teaching experience of working with children and young people with SEND.

Experience of delivering high quality professional development and training which has had an impact on improving outcomes for children and young people with SEND.

Recent experience of delivering impactful interventions to children and young people with SEND

Recent experience of using SEND assessment tools, interpreting and using the results to improve outcomes for children and young people with SEND.

Recent leadership experience of managing people, undertaking performance management and appraisal and directly evaluating the quality of practice and provision for children with SEND.

Relevant professional qualifications requirement: Will be used in shortlisting

- ☐ Educated to a degree level
- ☐ Qualified teacher status (QTS)
- ☐ Evidence of further study/professional accreditation in the field of Special Needs and Disabilities

Core Employee competencies at manager level to be used at the interview stage.
Carries Out Performance Management – covers the employees capacity to manage their workload and carry out a number of specific tasks accurately to 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 and reviewed by :
Lynn Donohue

Date: 04.12.2019

Grade Assessment Date:

Post Grade:
No change – Leadership

