

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

DEPARTMENT: Children’s Services	SERVICE GROUP: Education and Learning - SEND
POST TITLE: Teacher in Charge – Resourced Provisions	REPORTS TO: Resourced Provisions Leader
GRADE: Upper Pay Range + TLR 2	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.**

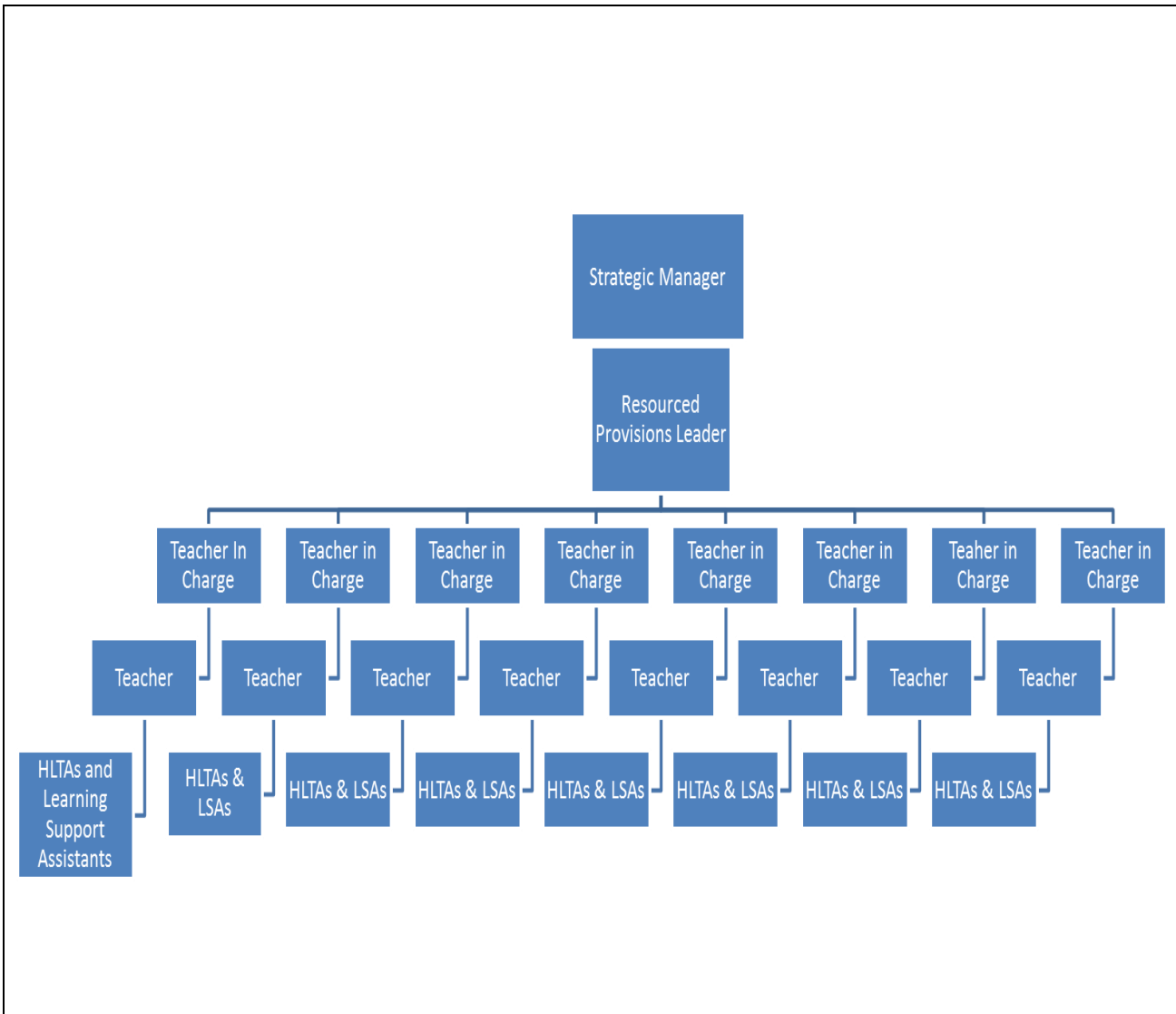
Key Purpose of Post:
<p>To ensure the effective and efficient running of the Resourced Provision by:</p> <ul style="list-style-type: none"> • Providing strong and outstanding leadership in the development, management, organisation and quality of provision in the Resourced Provision • Working with the school in which the Resourced Provision is sited to establish and maintain strong professional relationships and with other professionals, organisations, teams, services and CYP, their parents/carers and families to secure and sustain effective teaching and learning for children and young people to meet their needs. • Being an excellent role model – delivering outstanding teaching and learning, • Providing line management and performance management and lead the team of specialist teachers and practitioners/support staff delivering effective evidence based programmes for children and young children with SEND particularly with the primary needs of Autism and SEMH.

Main Responsibilities of Post:

To lead a team of specialist teachers and support staff in a resourced provision :

- To take a lead role and contribute to the planning, delivery, development, organisation and evaluation of the resourced provision and be responsible for the deployment of all staff within the resourced provision including resources and equipment
- Work with the other senior managers in the SEND specialist teaching and support services to flexibly deploy staff where necessary for outreach work so that all staff are used to maximum capacity to meet the needs of CYP across the district with Autism and SEMH needs.
- To monitor and evaluate all aspects of teaching and learning and provision
- Undertake performance management and appraisal and the day to day line management of the staff, including the use of the councils systems including Evolve
- Provide some direct teaching commitment exemplifying good practice, modelling teaching and the direct delivery of effective evidence based strategies and programmes to meet the needs of the CYP in the provision
- To lead staff in the development and use of effective and robust assessment and monitoring procedures, including statutory processes, and regularly quality assure teaching and learning, delivery, quality of provision and outcomes in the provision
- To communicate effectively with parents and carers, school leaders and staff, professional colleagues within the provision and between other provisions to ensure consistency of practice and excellence
- To be the named safeguarding lead officer for the provision and to ensure that the safety of children is paramount and to implement the policies, procedures in line with the Bradford Safeguarding Childrens Board and school policies promoting the safety and welfare of children
- Contribute to any evaluative reports required by service users, the Local Authority and other stakeholders on performance and the impact of the resourced provisions and the overall service on improving a range of outcomes for children and young people with SEND.
- To participate in service meetings and own professional development and training, and plan with other senior managers and the Resourced Provision Lead the professional development and training needs of all staff in the provision, and alongside the leadership of the school where the provision is sited to ensure all staff are up-to-date with school policies and procedures where appropriate eg safeguarding, attendance, staff code of conduct and behaviours etc
- Contribute to overall service evaluation and improvements
- Work alongside the Resourced Provisions Leader, Business Manager and other Teachers in charge to ensure financial efficiency, value for money and best use of the provisions budget; reporting regularly and following all council financial and audit procedures.
- To undertake all duties commensurate to the nature and level of the post at an initial place of work or any other provision within the district

Structure:



Special Knowledge Requirement: Essential for shortlisting. Max 10

Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column

	Essential
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	x
Carries out the working practices, procedures and basic operations across SEND education particularly relating to the primary needs of Autism and SEMH across either or both the Primary/Secondary phases	x

Competency Based Job Profile Teacher In Charge

Uses knowledge, safety and environmental policies , procedures and regulations, including risk in own area and/or other areas of Education and SEND, Education Safeguarding, risk assessments and Health and Safety (including relevant legislation)	x
Uses a range of specialist ICT systems across own work area – use of Microsoft packages and some knowledge of SIMS/Capita	x
Contributes to the management of the Resourced Provisions budget, keeping costs, ie. for resources, equipment etc within agreed levels for the provision	x
Uses, interprets, analyses, communicates complex numerical information – i.e. assessment outcomes, progress, achievement, educational attainment - outcomes and results, including attendance, and progress towards outcomes e.g. in EHCPs.	x
Demonstrate effective management of a range of staff including induction, mentoring, line management and 1:1s and Performance Management processes and their professional development and CPD.	x
Able to demonstrate a thorough working/operational knowledge of Autism and Social and Emotional and Mental Health needs and their impact on a child’s development and needs and the educational provision and teaching and learning strategies; evidence based interventions and strategies - to explain and communicate this effectively to a range of colleagues and professionals, parents and carers.	x
Has an up-to-date knowledge of developments in SEND, Autism and SEMH education and research in order to lead and demonstrate good practice in teaching and to support staff and the provisions and facilitate good communication with families, on the most effective strategies to optimise individual children’s learning experiences and outcomes.	x
Able to promote effective partnerships and good practice in the resourced provisions schools, work closely with their leadership teams and teachers to promote co-ordinated effective support and joint strategies to meet the needs of the pupils in the resourced provisions.	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 level outlined under Special Knowledge above.	
At least 5 years teaching experience of children and young people of statutory school age with SEND and the primary needs of Autism and SEMH	
Experience of partnership working with other organisations, agencies, staff, parents/carers/families to improve outcomes for CYP with SEND	
A minimum of two years leadership and management experience in Education and SEND	

Recent experience of effectively using SEND assessment tools, interpreting and using the results to improve outcomes for children and young people with SEND.
Relevant professional qualifications requirement: Essential for shortlisting
Educated to degree level
QTS – relevant to age group of Resourced Provision i.e. Primary or Secondary
Desirable: Evidence of further study, qualifications in SEND teaching and learning
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:		
This post requires an enhanced DBS		
Compiled by: LD	Grade Assessment Date:	Post Grade: UPS/MPS + TLR 2
Date: March 2019		

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

DEPARTMENT: Children’s Services	SERVICE GROUP: Education and Learning - SEND
POST TITLE: Specialist Teacher – Resourced Provisions	REPORTS TO: Teacher in Charge
GRADE: MPS/UPS + SEN Allowance	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.**

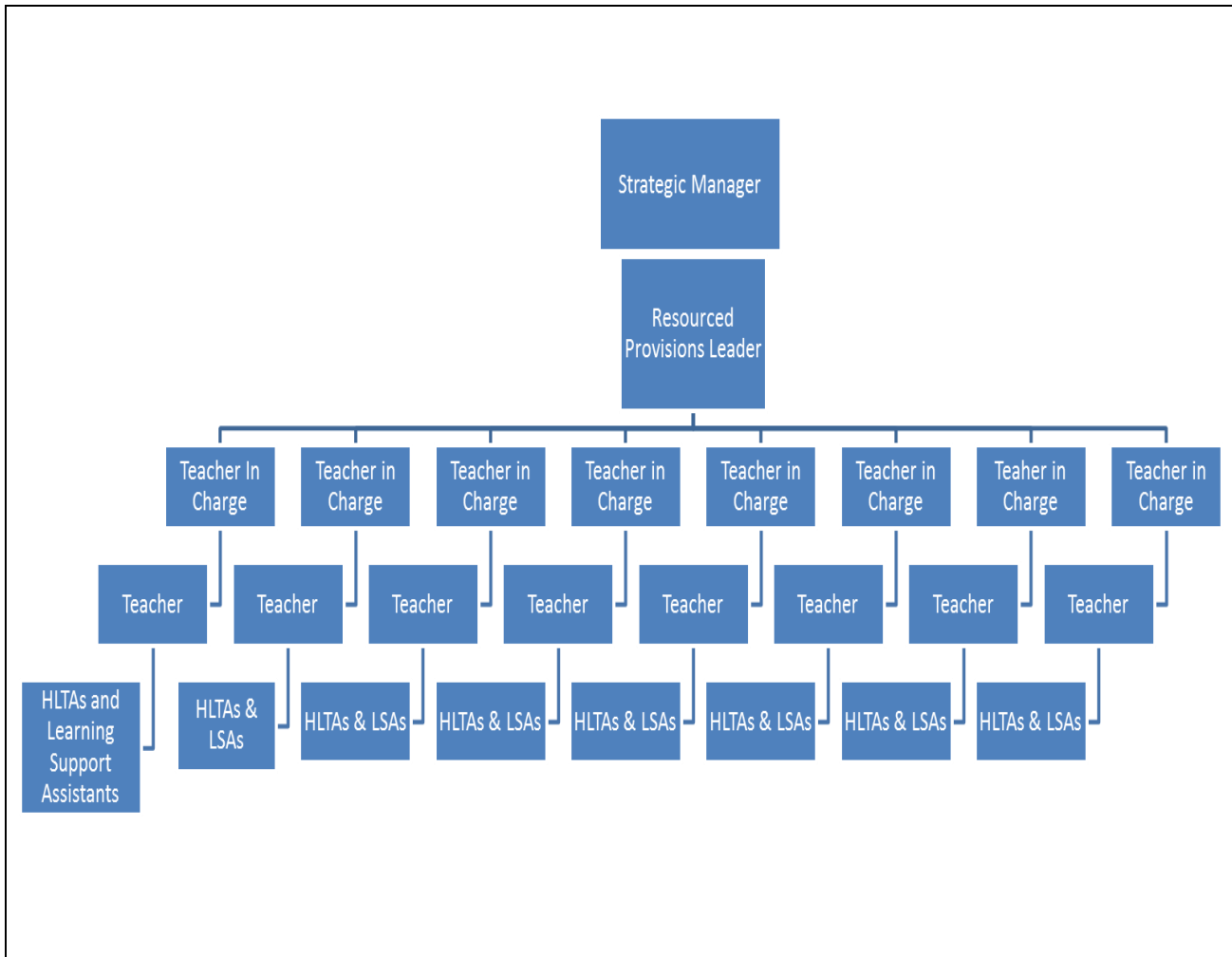
Key Purpose of Post:
<p>Be an integral part of the Resourced Provisions teaching and support team providing:</p> <ul style="list-style-type: none"> • High quality and effective teaching and learning for children and young people with SEND particularly Autism and SEMH and delivering effective evidence based programmes to improve their outcomes <ul style="list-style-type: none"> • To work with the school staff, SENCo and leaders/managers within which the Resourced Provisions are located to co-ordinate and liaise about the children and young people who have SEND so that they effectively meet children and young people’s needs and enhance the Resourced Provisions capacity to meet needs. • To demonstrate experience and expertise in delivering teaching and learning support and intervention to children and young people with SEMH, autism needs to enhance the whole offer made by Children’s Services specialist teaching and support

services and to take part in, and deliver training, develop tools, information, support advice and guidance for a range of audiences, organisations, teams, parents/carers and families.

Main Responsibilities of Post:

- To work as part of the Resourced Provision, and with the school, and the wider service providing high quality teaching and learning to the children and young people within the provision demonstrating excellence and understanding in Autism/SEMH needs and the direct delivery of evidenced based programmes.
 - To contribute to the research, training, development and dissemination of best practice, innovative practice, advice and guidance to the wider team in the SEND services, schools, parents/carers and families
 - To ensure own knowledge, practice and understanding are current and regularly updated in order to deliver quality first teaching and learning and give current and timely advice and support to the service users based on recent research and robust evidence.
 - To assist staff in provision and school in the development of effective and robust assessment and monitoring procedures, including any statutory work related to EHCP's and annual reviews.
 - Ensure that there is effective co-production and engagement in the provisions and use this within the provisions and the school to use children's/young peoples and parents voice to enhance provision and services.
 - To plan and deliver, to the highest standards, the requirements and outcomes, performance indicators, 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 and across the Resourced Provisions and the wider SEND Service and Children's Services.
 - To participate in and contribute to professional development and training, service meetings and contribute to service evaluation and improvements.
 - To ensure that the safety and safeguarding of children and young people is paramount and to implement the policies, procedures in line with the Bradford Safeguarding Children Board, the schools policies and procedures - promoting the safety, welfare of children and young people and working with other council colleagues, teams and services to enhance outcomes for our vulnerable children and young people.
 - To monitor and evaluate specific programmes/strategies and pieces of work for their impact on improving a range of outcomes for children and young people with SEND.
 - Contribute to any evaluative reports required by service users, the service, the Local Authority and other stakeholders on performance and the impact of the specialist teaching and resourced provisions on improving a range of outcomes for children and young people with SEND.
- To undertake all duties commensurate to the nature and level of the post at an initial place of work or any other provision within the district

Structure:



Special Knowledge Requirement: Essential for shortlisting. Max 10

Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column

	Essential
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	x
Carries out the working practices, procedures and basic operations across SEND education particularly relating to the primary needs of Autism and SEMH across either or both the Primary/Secondary phases	x
Uses knowledge, safety and environmental policies , procedures and regulations, including risk in own area and/or other areas of Education	x

Competency Based Job Profile Teacher – Resourced Provisions

and SEND, Education Safeguarding, the Prevent agenda, risk assessments and Health and Safety (including relevant legislation)	
Uses a range of specialist ICT systems across own work area – use of Microsoft packages and some knowledge of SIMS/Capita	x
Contributes to the management of the Resourced Provisions budget , keeping costs, i.e. for resources, equipment etc within agreed levels for the provision	x
Understands, uses, and communicates complex information from a variety of sources – i.e. assessment outcomes, progress, achievement, educational attainment - outcomes and results, including attendance, and progress towards outcomes e.g. In EHCPs.	x
Demonstrate effective engagement in Performance Management and appraisal processes and professional development and CPD.	x
Able to demonstrate a thorough working/operational knowledge of Autism and Social and Emotional and Mental Health needs and their impact on a child’s development and needs and the educational provision and teaching and learning strategies; evidence based interventions and strategies - to explain and communicate this effectively to a range of colleagues and professionals, parents and carers.	x
Have an up-to-date knowledge of developments in SEND, Autism and SEMH education and research in order to lead and demonstrate good practice in teaching and to support staff and the provisions and facilitate good communication with families, on the most effective strategies to optimise individual children’s learning experiences and outcomes.	x
Able to promote effective partnerships and good practice in the resourced provisions schools, work closely with their leadership teams and teachers to promote co-ordinated effective support and joint strategies to meet the needs of the pupils in the resourced provisions.	x
Work closely with and have effective communication with parents/Carers and families	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 level outlined under Special Knowledge above.	
A minimum of three years of specialist teaching experience of children and young people of statutory school age with SEND and the primary needs of Autism and SEMH	
Experience of partnership working with other organisations, agencies, staff, parents/carers/families to improve outcomes for CYP 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 using SEND assessment tools, interpreting and using the results to improve outcomes for children and young people with SEND.	

Relevant professional qualifications requirement: Essential for shortlisting
Educated to degree level
QTS – relevant to age group of Resourced Provision i.e. Primary or Secondary
Desirable: Evidence of further study, qualifications in SEND teaching and learning
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:
This post requires an enhanced DBS

Compiled by: LD	Grade Assessment Date:	Post Grade: UPS/MPS + SEN Allowance
Date: March 2019		