

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

<b>DEPARTMENT: Children's Services</b>	<b>SERVICE GROUP: Education and Learning</b>
<b>POST TITLE: Service Manager Resourced Provisions</b>	<b>REPORTS TO: Strategic Manager STASS</b>
<b>GRADE: Soulbury 18-21 + 3 SPAs</b>	<b>SAP POSITION NUMBER : 50190094</b>

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. As a candidate/employee you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role.

**Please see the separate guidance information on how to complete the form located on Bradnet.**

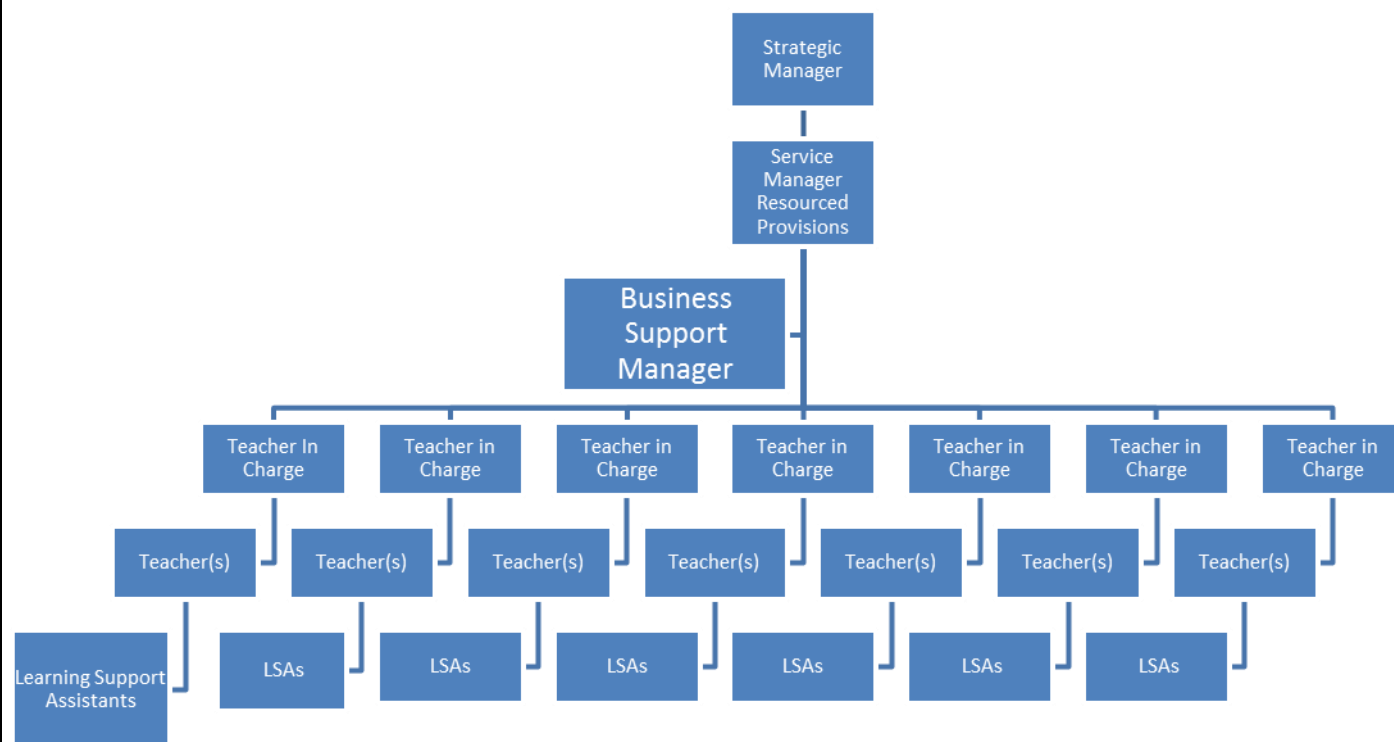
### **Key Purpose of Post:**

- To provide leadership for, and overall management of the SEND Communication & Interaction (including Autism) and SEMH resourced provisions in both the primary and secondary phases to develop the quality of provision, teaching and learning and support for pupils within the provisions in order to improve their outcomes, including effective budget and financial management and the effective use of resources.
- To work closely with the SEND assessment services in the management of consultations and referrals to the provisions and, as part of the wider SEND teaching support and outreach services and leadership team, to provide flexibility and capacity in the teaching, support and outreach services to schools across the district.
- Facilitate and co-ordinate partnerships with a range of professionals, agencies, organisations, parents and carers and schools – their Headteachers and Governing bodies and across Education, Health and Social Care and the Voluntary sector to establish effective communication, co-production and engagement to extend, develop and enhance the work of the provisions to meet need and improve outcomes.

### **Main Responsibilities of Post:**

- In partnership with the Strategic Manager and other service managers develop a Resourced Provisions service plan which identifies Key Performance indicators, priorities and targets and measurable outcomes and regularly report on these.
- Overall responsibility for implementing monitoring and evaluation, quality assurance systems and processes for the Resourced Provisions
- Accountable for reporting quality, effectiveness and outcomes of all resourced provisions and identifying areas of improvement; working with LA senior leadership and that in schools to ensure provisions are of the highest quality and meeting needs.
- Liaise with other managers and the legal team to annually review and update Service Level Agreements to ensure they remain fit for purpose and appropriate.
- Regularly review the appropriateness and effectiveness of placements and planning for transitions; liaise and work with the SEND assessment teams and other senior leaders on consultations and referrals and placements and with Strategic Manager (Intelligence & Sufficiency) and her team for sufficiency of places and building works relating to any Resourced Provisions.
- Keep up-to-date with current research, best practice in SEND, communication & interaction (including autism), SEMH teaching and learning and provision to ensure the practice in the Resourced Provisions is current, highly effective and meets needs.
- Ensure there is effective and regular communication and engagement with parents, families and children and young people including the statutory processes for example, Annual Reviews and use this information and other data and information to feed into a clear cycle of improvement.
- Working with HR, and liaising with other managers and the Business Support Manager and School Funding team to recruit staff in line with the budget and funding rates per pupil and implement an induction process for new staff.

- Have overall responsibility for staff deployment and cover across the provisions and staff management including appraisal and performance management and line management of Teachers In Charge.
- Work closely with the service managers in other specialist teaching and support services including the Sensory needs services and HI and VI provisions (and collaborate with school led resourced provisions) to share good practice.
- Be responsible for staff training to meet service needs, drawing on current research, best practice and effective work across the region and nationally, including planning the use of statutory training days.
- Support the Strategic Manager to be accountable for all aspects of the service budget and Administration, meeting with LA Finance Officers and the Business Support Manager to Monitor the Resourced Provisions services financial position on a regular basis.
- Produce information about the service for a wide range of audiences including the Local Offer, Head teachers and schools, Education & Learning Leadership and where necessary Elected members and ensure this is regularly updated and provide feedback for the Local Offer.
- Facilitate and co-ordinate partnership working with schools and other agencies, services, Teams and organisations to ensure the needs of children and families are met and outcomes are improved.
- Representing and promoting the service at local, regional and national meetings when needed, and networking across the region to continuously review and improve provisions.
- Deputise for the Strategic Manager if required and be an integral part of the STASS services senior management team to facilitate flexible working across teams and build capacity, for example, outreach teaching and support .

**Resourced Provisions staff 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– 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 Communication & Interaction (including autism) and SEMH across either or both the Primary/Secondary phases. Uses knowledge, safety and environmental policies, procedures and	x

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) such as KCSIE, PREVENT, FGM etc.	
Uses a range of specialist ICT systems across own work area – use of Microsoft packages and some knowledge of SIMS/Capita	x
Oversees the management of the resourced provisions budget – particularly staffing and resources, keeping costs within agreed levels of own service and reports regularly to Strategic Manager on Budget monitoring.	x
Oversees the use of, interprets, analyses, and 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, recruitment, induction, coaching & mentoring, line management and Performance Management processes and their professional development and CPD.	x
Able to demonstrate a thorough knowledge of Communication & Interaction (including 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
Maintain an up-to-date knowledge of developments in SEND, Communication & Interaction (including Autism) and SEMH education and research in order to lead teaching and 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 strategic partnership and good practice in the resourced provisions schools, work closely with their leadership teams 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 particularly the areas of need of Communication & Interaction (including Autism) and SEMH

Substantial experience of Education Safeguarding either as DSL or Deputy DSL or alternatively attended recent DSL training

Experience of partnership working with other organisations, agencies, staff, parents/carers/families to improve outcomes for CYP with SEND.

A minimum of three years **senior** leadership and management experience in Education

Must be able to travel across the district to resourced provisions

### Relevant professional qualifications requirement: Essential for shortlisting

**Essential: Educated to degree level and QTS**

**Desirable: Further qualification in SEND and/or leadership and management**

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

<b>Carries Out Performance Management</b> – covers the employees capacity to manage their workload and carry out a number of specific tasks accurately to a high standard.
<b>Communicates Effectively</b> - 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.
<b>Carries Out Effective Decision Making</b> - 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.
<b>Undertakes Structured Problem Solving Activity</b> - 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.
<b>Operates with Dignity and Respect</b> - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.

<b>Management Competencies: to be used at the interview stage.</b>		
<b>Operates with Strategic Awareness</b> Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.		
<b>Practices Appropriate Leadership</b> 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.		
<b>Delivering Successful Performance</b> 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.		
<b>Applying Project and Programme Management</b> 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.		
<b>Developing High Performing People and Teams</b> Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council's values and goals.		
<b>Working Conditions:</b>		
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.		
<b>Special Conditions:</b>		
This post will require an enhanced DBS		
<b>Compiled by: LD</b> <b>Reviewed by LD</b> <b>Date: March 2020</b>	<b>Grade Assessment</b> <b>Date:</b>	<b>Post Grade: Soulbury 18-21 + 3 SPAs</b>