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 | **POST TITLE:** | **Team Leader (Cognition and Learning) in the SEND & Inclusion Service.** |
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 | **POST NUMBER:**  |  |
| 1. **3.**
 | **GRADE:**  | Leadership 3-8 |
|  | **LOCATION:** | Education Development Centre, Spennymoor. You may be required to work at any council workplace within County Durham. Locations may carry differing responsibilities.  |

1. **RELEVANT TO THIS POST:**

**Disclosure & Barring Service:** Subject to DBS Enhanceddisclosure

1. **ORGANISATIONAL RELATIONSHIPS:**

The postholder will report to the Senior Educational Psychologist/Manager of the Cognition and Learning Team. Because of the nature of the post, the postholder will work closely with senior colleagues throughout Children and Young People’s Services including other Team Leaders.

1. **DESCRIPTION OF ROLE:**

All officers employed within the Children and Young People’s Service have, as well as their specific post related responsibilities, a general responsibility to contribute to the successful operation of the Service by recognising its purpose in facilitating and supporting learning in the County that requires staff to work together in teams and co-operate to achieve this objective. The general responsibilities of the post therefore include: -

To contribute to improving the quality of education and learning opportunities for the people of the County of Durham by assisting:

1. Individual clients and service users.
2. Headteachers and other heads of establishments and services of the Local Authority and other teaching and support staff on managerial, administrative, procedural, resource and other matters.
3. Colleague officers and inspectors and, where appropriate, governors and Elected Members in supporting schools and other educational establishments in their work.

This will involve supporting the senior management team of the Service and the wider group of the Service's officers in:

1. Implementing the policies of the Local Authority as they bear on the individual's post and responsibilities.
2. Providing direct advice and support to clients of the education service.
3. Responding to requests for advice from headteachers and heads of other educational establishments or services.
4. Assisting in the organisation of, and taking part in, County Council in-service training and personal development programmes.
5. Assisting in the implementation of special projects as appropriate to the postholder's sphere of work.
6. Contributing to regular review and reporting processes.
7. Maintaining effective and up to date expertise and ongoing involvement in policy implementation, specifically in relation to the duties of the post but also more generally.
8. **DUTIES AND RESPONSIBILITIES *SPECIFIC* TO THIS POST:**

Listed below are the responsibilities this role will be primarily responsible for:

* Assist the Manager in the strategic development of the service by:
	+ Researching and disseminating relevant legislation, guidance and good practice.
	+ Contributing to national, regional and local strategies/initiatives through membership of relevant steering groups and management committees.
	+ Analysing service data and identifying need/gaps/areas for development
	+ Contributing to service planning and review of commissioned activities.
	+ Monitoring and evaluating activity.
	+ Planning CPD activities for the service and deliver training and curriculum support activities as appropriate including liaison with partner Local Authorities and other training providers.
* Provide operational management of the Advisory Inclusion Teachers and Specialist SEND Support staff to ensure efficient and effective service delivery by:
	+ Producing an annual report and annual action plans for the team, monitoring and evaluating their implementation and effectiveness
	+ Managing the allocation of casework and other activities for the advisory team, making best use of the total resource and expertise available and ensuring equity
	+ Producing documentation relevant to the team including guidance and information for schools and families.
	+ Reporting annually to the Manager about the advisory work within these teams.
	+ Researching, developing, trialling and monitoring the use of new research, ways of working, materials, approaches and strategies relating to the teams.
* Act as line manager for staff. Line management will include:
	+ Deployment of staff.
	+ Supervision of staff.
	+ Trouble shooting in response to queries and concerns
	+ Performance Management Reviews/Performance Development Reviews.
	+ Arranging and leading regular team meetings.
	+ Organising CPD in line with teacher’s conditions of service
	+ Ensuring relevant advice is provided as requested under the terms of the Education Act.
	+ Deploying and monitoring funds for supplies and services.
	+ Ensuring up-to-date records of resources are maintained.
	+ Contributing to the implementation of sickness absence monitoring procedures.
	+ Contributing to the recruitment, selection and induction of new staff.
	+ Understanding budgetary issues and the principles of a traded model of delivery
* Provide advice and support to promote inclusion and attainment by:
	+ Organising and managing the staff team and working collaboratively with other agencies.
	+ Offering advice and consultancy to help schools develop their practice for pupils with learning difficulties and disability and increase their capacity to meet a wide range of needs.
	+ Ensuring staff remain up to date with developments in Cognition and Learning
	+ Taking on a small amount of casework responsibility for pupils referred to the service to improve outcomes for children and young people.
	+ Assisting schools in implementing the Revised SEND Code of Practice for assessing pupils’ needs and planning to meet those needs.
	+ Assisting schools in the implementation of Education Health Care Plans and recommendations by other professionals e.g. Speech and Language Therapists and Occupational Therapists.
	+ Attending Statutory Annual Reviews and other case meetings as appropriate.
* Promote partnership and integrated working by:
	+ Contributing to the coordination of county responses to facilitate successful inclusion of pupils with learning difficulties and disability and work in a connected way with integrated services
	+ Working collaboratively with schools, Early Years practitioners and other education and health services to develop coordinated responses to the inclusion of children with learning difficulties and disabilities.
	+ Developing positive working relationships with parents, families, other services, SENDIASS and voluntary agencies and specific Local Authority groups.
	+ Promote the emotional wellbeing of children and young people.
* Undertake general duties including:
	+ Deputising for the Manager as appropriate.
	+ Undertaking relevant professional development including Performance Management.
	+ Attending staff and service meetings.
	+ Carrying out any other reasonable duties which may be required by the Manager of the service or Head of Service.
	+ Make a commitment to safeguarding and promoting the emotional wellbeing of pupils.

The postholder will undertake such other duties which may, from time to time be allocated, commensurate with the grade of the post.

Given the dynamic nature of the role and structure of Local Authority Children and Young People’s Services at the present time ad in the context of increased trading of services it must be accepted that, as the Department’s work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the officer which may, if he/she so wishes, involve a union representative.

**9. COMMON DUTIES AND RESPONSIBILITIES:**

9.1 **Quality Assurance**

To set, monitor and evaluate standards at individual, team performance and service level so that the user and the Service’s requirements are met and that the highest standards are maintained.

 To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

9.2 **Communication**

To establish and manage the team communications systems ensuring that the Service’s procedures, policies, strategies and objectives are effectively communicated to all team members and service users.

9.3 **Professional Practice**

 To ensure that professional practice in the team is carried out to the highest standards and developed in line with the Service’s stated objectives of continual improvement in quality of its service to internal and external customers.

9.4 **Health and Safety**

Manage health and safety in their area of responsibility in accordance with the relevant section(s) of the Corporate/Service Health and Safety Policy and to ensure that the Health and Safety policy, organisation arrangements and procedures as they relate to areas, activities and personnel under your control are understood, implemented and monitored.

9.5 **General Management (where applicable)**

To provide vision and leadership to staff within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the Authority’s and the Service’s policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

9.6 **Financial Management (where applicable)**

To manage a designated budget (as required) ensuring that the Service achieves value for money in all circumstances through the monitoring of income generated and the control of expenditure and the early identification of any financial irregularity.

9.7 **Performance Reviews**

 All members of staff will receive Performance Development Reviews or Performance Management and it is the responsibility of each member of staff to follow guidance on the review process.

9.8 **Equality and Diversity**

As an organisation we are committed to promoting a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice.  To ensure our commitment is put into practice we have an equality policy which includes responsibility for all staff to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

       These policies apply to all employees of Durham County Council.

9.9 **Confidentiality**

 All members of staff are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All members of staff must be aware that they have explicit responsibility for the confidentiality and security of information received and imported in the course of work and using Council information assets. The Council has a Personal Information Security Policy in place.

9.10 **Induction**

The Council has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

**Person Specification**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualification** | * Relevant Degree
* Qualified Teacher Status
* History of relevant CPD
* Commitment to ongoing CPD
 | * A recognised management qualification.
* Post graduate qualification relevant to the post.
* Familiarity with Local Authority Children’s Services.
 | Application formPre-employment checks |
| **Experience** | * Considerable recent experience of teaching in mainstream schools to promote inclusion attainment and wellbeing of pupils with SEND.
* Experience of leading staff development in key areas cognition and leaning
* Performance management of teams against agreed targets, evaluating impact
* Budget management and effective deployment of resources to ensure high quality and efficient service delivery.
* Human resource management including performance management of staff, review, appraisal and training.
* Working collaboratively within a management team.
* Experience of working in an advisory capacity in schools.
* Effective multi-agency working with partners and other stakeholders to improved outcomes for young people.
* Delivery of professional development to staff teams particularly in areas relevant to the post
 | * Experience of working across the phases to affect educational outcomes for children and young people.
* Working directly with children with SEND to promote educational attainment and achievement.
* Implementation of practical strategies to promote the learning and inclusion of young people in education.
* Experience of leading and managing CPD courses.
* Experience of involvement in curriculum development/project work/action research to improve outcomes for children and young people with SEND
 | Application formSelection ProcessPre-employment checks |
| **Skills** | * Ability to lead, engage, support, motivate and challenge, staff to maximise performance and their contribution to service development and performance.
* Ability to inspire in team members a desire to develop skills and knowledge to ensure an up to date offer
* Ability to guide and support team members through change
* Ability to work effectively in an advisory capacity within an integrated approach with schools, families and agencies.
* Excellent organisational and IT skills.
* Excellent communication including oral, written and presentation skills.
* Excellent interpersonal skills and ability to establish and maintain positive working relationships.
* Excellent time management skills.
* Ability to work under pressure
 |  | Application formSelection ProcessPre-employment checks |
| **Knowledge** | * A thorough knowledge of current legislation and national developments affecting education and Children’s services.
* Knowledge of the National Curriculum and SEND legislation and guidance.
* Specialist knowledge in cognition and learning difficulties
* Extensive knowledge of promoting inclusion in educational settings for children and young people with SEND
 | * Thorough knowledge of the statutory responsibilities of the Local Authority in prompting inclusion.
 | Application formSelection ProcessPre-employment checks |
| **Personal Qualities** | * Flexible approach to work
* Adaptability and ability to take initiative
* Ability to work well under pressure
* Ability to model enthusiasm and a strong work ethic
* Belief in non-discriminatory practice.
* Fully committed to inclusive education and high expectations for all children and young people.
* Thorough knowledge of and personal commitment to safeguarding principles and practices
 | * Ability to work and research independently.
 | Application formSelection ProcessPre-employment checks |
| **Special Requirements**  | * Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance).
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