

## CORPORATE TEMPLATE FOR JOB DESCRIPTIONS & PERSON SPECIFICATIONS

<b>Post Title:</b> Service Manager, Low Incidence Needs Team (including Sensory Support)	<b>Director/Service/Sector:</b> Children's Services - Education and Skills		<b>Office Use</b>
<b>Grade:</b> Soulbury 17-21 (inc 3 SPA)	<b>Workplace:</b> A central service, currently based at Riverside Centre, Ashington		<b>JE ref: PG23/601418</b> <b>HRMS ref:</b>
<b>Responsible to:</b> Head of Inclusive Education Services	<b>Date:</b> May 2020	<b>Manager Level:</b> Middle	
<p><b>Job Purpose:</b></p> <ol style="list-style-type: none"> <li>1. To undertake the operational management and leadership of the low incidence needs teams; Sensory Support, Portage, English as an Additional Language in line with corporate direction and the vision for the Inclusive Education Services; ensuring the delivery of high quality and effective services to schools/settings, children, and families</li> <li>2. To support the work of Northumberland County Council (NCC) in fulfilling its statutory duties related to children and young people with SEN/D by ensuring adherence to processes designed to meet obligations under the SEND Code of Practice and the Children and Families Act (2014)</li> <li>3. To ensure that practice is always in line with the core values of the County Council and places residents first, building the confidence of stakeholders</li> <li>4. To ensure that service delivery fulfills the strategic aim of improving outcomes for children and young people with SEN/D</li> <li>5. To deploy staff resources according to need, and to manage/oversee the budgets of each team (total circa £1.2million). Ultimate responsibility lies with Head of Inclusive Education Services and Director of Education and Skills</li> <li>6. To ensure that the practice of each team fits within the strategic vision of collaborative and integrated work with all partners, putting families at the centre of delivery and working closely with colleagues across Health and Social Care, the Voluntary Sector to safeguard and improve outcomes, focussing on prevention and early intervention</li> <li>7. To develop and manage delivery of a specialist training offer</li> <li>8. To make a positive contribution to the corporate management of Children's Services and the County Council</li> <li>9. To actively promote the core values of the Council within the Corporate Plan</li> </ol>			

<b>Resources</b>	Staff	Specialist Teachers of Visually/Hearing/Multisensory Impaired Children, Portage home visitors, Teachers of EAL, learning support assistants, admin staff (total approx 30 staff)
	Finance	Team budgets, overseen by the Head of Inclusive Education Service Allocating financial resources to ensure the smooth delivery of the teams. This includes purchase of resources and equipment, management of travel and other expenses, and ensuring that staff maintain high levels of specialist training appropriate to their roles
	Physical	Responsible for all equipment, assessments and resources to support work with learners with low incidence needs and their families, and support the work of schools and settings in meeting needs Responsible for overseeing all physical resources used by the teams including technology required to support agile working arrangements Responsibility for overseeing building use collaboratively with other building users, as appropriate, and in conjunction with NCC corporate estates teams Responsible for data compliance in line with Northumberland County Council policies
	Clients	Children and young people with additional low incidence needs (ie hearing, vision and multisensory impairments and complex needs in pre-school years) and those with English as an Additional language aged 0-19, Parents/carers, headteachers, SENCos and other colleagues working in school/settings, Professionals from other services within health (Newcastle Acute Hospitals Trust, Northumbria Healthcare Trust, Northumberland Tyne and Wear Hospitals Trust), social care and education
<p><b>Duties and key result areas:</b></p> <p>Ensure the County's ambition to deliver specialist services for learners with LIN are realised; that the teams and the service they offer are fully coordinated, complete, delivered locally and delivered in a manner that has the confidence of residents</p> <p>Work effectively and collaboratively with other Managers within Inclusive Education Services in order to ensure a cohesive delivery of service and commitment to the vision and values which is of the highest quality and improves outcomes for learners with SEND in Northumberland</p> <p>Motivate staff and influence stakeholders and partners (primarily Children's Centres, Schools and partner agencies within the Health, Social Care and Voluntary Sectors) to ensure that clients, residents and front line staff receive a consistent service offer that focuses increasingly on prevention and early intervention. This involves the careful management of established referral pathways (in particular the Neonatal Hearing Screening Programme with the Newcastle Acute Hospitals Trust)</p> <p>Ensure professional and specialist staff are deployed effectively to address the needs of children and young people with sensory impairments, complex needs in</p>		

the Early Years and English as a Second Language, in order to promote achievement of the best possible outcomes. This includes significant work within family homes for pre school children with complex needs and sensory impairments

Leading teams who are committed to the early help and intervention principles, and work effectively with schools and settings to provide the right support at the right time for youngsters with low incidence needs

Manage and deploy staff in a way that is responsive to each CYP/family individual set of circumstances, being as flexible as possible based on professional assessment

Ensure all deadlines and duties as regards statutory assessment and review processes for children and young people with low incidence special educational needs are achieved and are fully compliant

Establish and maintain strong working relationships with schools and settings across the County

Ensure strong contributions to a widespread training offer for the whole area

Ensure the day to day management of the budgets for each team, utilising financial resources available to make certain of optimal level of service.

Providing regular reports to the Head of Inclusive Education Services and the Director of Education and Skills on service needs and performance

Be responsible for the performance management of staff within each team, ensuring that there is an effective continuing professional development programme for all staff so that specialist skills can be developed and maintained, and professional registrations are maintained as appropriate

Manage the HR processes in line with County policies to ensure the wellbeing and effectiveness of all. Supporting staff to be well and content underpins the achievement and effectiveness of the teams

Work effectively with Team Leaders to understand and respond to the individual specific needs of each client group and each specialist team to ensure the coproduction of targeted team development plans which sit within an overall Service Plan and in turn within Corporate Service Plans. Monitor those locally focused and targeted action plans to ensure that through reflective delivery, improved outcomes are achieved

Understand and manage information systems in order to measure activity and performance, and to interpret data dashboards in order to identify the need for change

To support staff to embrace change and innovation

Ensure that recruitment, capability and disciplinary processes are effectively orchestrated as per County Council policies

Ensure that the fabric, content and security systems of buildings used by the teams are maintained, developed and operated in accordance with relevant NCC guidelines and standards

Actively promote the role of the County Council in relation to its Children's Services activities and policies at local, regional and national levels as appropriate

Promote good relations with all other parts of the Council with a view to achieving the most effective performance of its functions to achieve a coordinated approach to the development and provision of Children's Services

Any other duties consistent with the nature, level and grade of the post as may be assigned by the Head of Inclusive Education Services

The duties and responsibilities highlighted in the job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Transport requirements:

Working patterns:

Working conditions:

Current driving licence and the ability to meet the transport requirements of the post

Commensurate with the level and nature of this post and Soulbury Pay Scale terms and conditions

Central base plus peripatetic duties

**PERSON SPECIFICATION**

**Appendix 2**

<b>Post Title:</b> Service Manager, Low Incidence Needs teams	<b>Director/Service/Sector:</b> Children's Services	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>● Teaching qualification</li> <li>● A good understanding of the role of support services provided into schools and settings</li> <li>● An understanding of the principles of co-production</li> <li>● Relevant experience as an excellent practitioner</li> </ul>	<ul style="list-style-type: none"> <li>● Masters Degree / Advanced Diploma in Education</li> <li>● Mandatory qualification for Teacher of the Deaf/ Visually Impaired or Multisensory Impaired</li> </ul>	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>● Experience of leading, organising and motivating a team</li> <li>● Experience of managing staff performance</li> <li>● Experience of organising others effectively and efficiently</li> <li>● Experience and demonstrable success in the generation and management of major organisational and cultural change and of securing the support of others in the process</li> <li>● Experience of working effectively with senior managers and partner agency managers, informing/advising senior managers about the needs of children and young people with additional needs in aspects of strategic planning</li> <li>● Experience of leading in matters pertaining to assessment and learning</li> <li>● Experience of managing and interpreting statistical data and communicating this to others</li> <li>● Extensive and relevant experience of meeting individual and curricular needs of children with challenges to learning, their families and schools/settings</li> <li>● Experience of effective co-production</li> <li>● Experience of engaging effectively with others at a senior level and building productive partnerships with key stakeholders</li> <li>● Experience of managing a budget</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working with families in the home context/children with SEND from birth</li> </ul>	

<ul style="list-style-type: none"> <li>• Evidence of success in building and enhancing the reputation of an organisation with outside agencies</li> </ul>		
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>• Thorough understanding of relevant SEND legislation, best practice and current issues</li> <li>• Ability to provide visible and supportive leadership, empowering, enabling, motivating and developing the Directorate's workforce and fostering a positive organisational culture.</li> <li>• Ability to operate effectively with senior local authority officers developing productive working relationships based on respect, trust and confidence</li> <li>• Ability to maintain a clear overview of the issues affecting central support services in particular and be able to use this intelligence to shape the development of team plans and service delivery mechanisms.</li> <li>• Ability to propose, develop and implement effective strategies in pursuit of agreed goals and to make clear, informed decisions</li> <li>• appropriate, advocacy, negotiating and presentation skills that are persuasive and influential with others.</li> <li>• Well developed IT skills</li> <li>• Highly developed networking, partnership, advocacy, negotiating and presentation skills that are persuasive and influential with others.</li> <li>• Outstanding interpersonal and communication skills to relate effectively to, and command the respect, trust and confidence of, employees, Council Members, partner agencies, the whole community and children, young people and their parents or carers In particular and other stakeholders.</li> <li>• Ability to identify and rectify poor practice in management and operations.</li> <li>• Ability to motivate staff</li> <li>• Ability to manage staff issues e.g. absence management, capability and disciplinary matters and bring about related change</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Models and encourages high standards of honesty, integrity, openness and respect of others</li> <li>• Helps managers and staff create a positive work culture, in which diverse, individual contributions and perspectives are valued</li> <li>• Proactive and achievement orientated, able to works with little direct supervision</li> <li>• Personality, conduct and credibility that engages and commands the confidence of children and young people, parents/carers, community</li> </ul>		

<p>members, colleagues, senior officers, elected members and other stakeholders</p> <ul style="list-style-type: none"> <li>• Ability to manage conflicting priorities, demands, and pressures; prioritising effectively and meeting deadlines</li> </ul>		
<p><b>Other</b></p>		
<ul style="list-style-type: none"> <li>• The ability to meet the transport requirements of the post</li> <li>• During emergency situations and/or critical incidents, be prepared to work beyond normal working hours</li> <li>• Must meet the requirements of an enhanced Criminal Records Bureau Check</li> <li>• Willingness to participate in a 24 hour standby commitment on a rota basis if required</li> </ul>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits