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| **Job Description** | |
| **Post title** | Vision and Multi-Sensory Impairment Team Leader. |
| **JE Reference No** | N/A |
| **Grade** | Leadership 6 - 10 |
| **Service** | Children and Young Peoples Services |
| **Service Area** | Early Help Inc & Vnble Children – Specialist Inclusion Support |
| **Reporting to** | The postholder will report to the Senior Educational Psychologist/Manager of the Vision and Multi- Sensory Impairment Team. |
| **Location** | Education Development Centre, Spennymoor. You may be required to work at any council workplace within County Durham. Locations may carry differing responsibilities |
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| **DBS** | This post is subject to an **Enhanced Disclosure** |
| **Flexitime** | This post **is** eligible for flexitime. |
| **Politically restricted** | This post **is not** designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

To manage the operational planning, delivery, service development and quality assurance measures of a team for pupils with Vision or Multi-Sensory Impairment, to promote inclusion and effective learning.

To contribute to the strategic planning and development of the service. The post will involve some caseload responsibilities.

To contribute to the wider and strategic developments of the SEND inclusion services. The demands of the post mean that the teacher appointed should be a qualified teacher with management experience and who has completed the mandatory qualification for teaching pupils who have a vision impairment or multi-sensory impairment or be willing to undertake this training. It is essential that the post holder has knowledge and experience of working with children with SEND.

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 collaborate to achieve this objective. The general responsibilities of the post therefore include: -

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

* Individual clients and service users.
* 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.
* 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:

* Implementing the policies of the Local Authority as they bear on the individual's post and responsibilities.
* Providing direct advice and support to clients of the education service.
* Responding to requests for advice from headteachers and heads of other educational establishments or services.
* Assisting in the organisation of, and taking part in, County Council in-service training and personal development programmes.
* Assisting in the implementation of special projects as appropriate to the postholder's sphere of work.
* Contributing to regular review and reporting processes.
* 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.

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| **Duties and responsibilities** |

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 and impact.
  + 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 staff within in the Vision and Multi-Sensory Impairment team 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 impact.
  + Managing the allocation of casework and other activities for the 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, families and other professionals.
  + Reporting annually to the Manager about the work within these teams.
  + Researching, developing, trialling and monitoring the use of new research, ways of working, materials, approaches and strategies relating to the team.

**Act as line manager for staff. Line management will include:**

* + Deployment of staff.
  + Supervision of staff.
  + Trouble shooting in response to queries and concerns and support staff in a solution-oriented approach.
  + 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, including understanding and contributing to budgetary issues, and supervising staff expenses.
  + Ensuring up-to-date records of resources are maintained.
  + Implementing attendance management procedures.
  + Managing the recruitment, selection and induction of new staff.

**Provide advice and support to promote inclusion and attainment by:**

* + Organising and managing the staff team and working collaboratively with other agencies, and teams both within and outside the Specialist Inclusion Service.
  + Offering advice and consultancy to help schools develop their practice for pupils with Vision and Multi-Sensory Impairment and increase their capacity to meet a wide range of needs.
  + Ensuring staff remain up to date with developments in Vision and Multi-Sensory Impairment
  + Taking on casework responsibility for some pupils referred to the service to improve outcomes for children and young people.
  + Assisting schools in implementing the 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
  + 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 Vision or Multi-Sensory Impairment and work in a connected way with integrated services
  + Working collaboratively with schools, specialist provision, Early Years practitioners and other education and health services to develop coordinated responses to the inclusion of children with Vision and Multisensory Impairment.
  + 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 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.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * Relevant Degree. * Qualified Teacher Status * History of recent and relevant CPD * Commitment to ongoing CPD | * A recognised management qualification. * Post graduate qualification relevant to the post (eg in SEND/ Vision and Multi- Sensory impairment), or willingness to train. |
| Experience | * Experience of operationally managing a team, deploying staff, trouble shooting, and leading development in key areas, * 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. * Recent experience of working in an education setting * Experience of leading, engaging, supporting, motivating and challenging staff to maximise performance and their contribution to service development and performance. * Experience of inspiring in team members a desire to develop skills and knowledge to ensure an up-to-date offer * Experience of working with staff who support pupils with SEND or additional needs * Experience of working in an advisory capacity in schools, and experience of SEND systems and processes. * 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 improve 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 * Experience of working across different educational provisions including mainstream, specialist provision and post 16. * Experience of working within Local Authority Children’s Services. |
| Skills & Knowledge | * 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. * Ability to guide and support team members through change, using solution-oriented approaches * 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. * Extensive knowledge of promoting inclusion in educational settings for children and young people with SEND | * Ability to contribute to strategic development and change within organisations, teams or services * Thorough knowledge of the statutory responsibilities of the Local Authority in prompting inclusion. * Specialist knowledge in Vision and Multi-Sensory impairment. |
| Personal Qualities | * Flexible approach to work * Adaptability and ability to take initiative * Ability to diffuse and resolve difficult situations in a solution oriented way. * 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 * Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance). | * Ability to work and research independently. |