

Role profile description

Date	August 2020
Family	People Care and Support
Role profile level number	50S
Purpose	
To manage, lead, co-ordinate and/or provide advice on a range of programmes and activities that develop the capacity of individual and groups.	
Role accountability	End result
Planning	
Interrogate needs, recommend actions and establish priorities.	<ul style="list-style-type: none"> • Systematic allocation of available resources to achieve agreed objectives
Delivery	
<p>Deliver learning and provide expert advice to internal and external customers and stakeholders.</p> <p>Awareness and implement strategic plans agreed by the Trust or school/college</p>	<ul style="list-style-type: none"> • Standards are determined, maintained and skill base enhanced • Learning provided in a safe and stimulating environment • Trust and school/college strategies are driven and implemented
Co-ordination	
Liaise and co-ordinate activities and resources with service partners and stakeholders.	<ul style="list-style-type: none"> • Working practices are integrated across partnerships to achieve and improve service delivery

Represent the Together Trust and partner organisations on policy matters at a local and/or regional level.	<ul style="list-style-type: none"> • Together Trust's policy is represented effectively • Public Relations is visible and in accordance with guidelines
Research	
Undertake and arrange research to inform learning, policy and organisational development.	<ul style="list-style-type: none"> • Service delivery is informed by latest thinking and good practice
Management	
Manage, motivate and develop team to meet individual and team objectives.	<ul style="list-style-type: none"> • Effective deployment of staff resources to achieve the required objectives • Adherence to HR policies and procedures
Monitor and control delegated budgets and identify and access other funds.	<ul style="list-style-type: none"> • Service responds effectively to local needs within the resource constraints
Report as required to relevant funding bodies.	<ul style="list-style-type: none"> • Future funding requirements funding accessed
Gather and co-ordinate resources in preparation for inspections.	<ul style="list-style-type: none"> • Information and resources available for inspection
Assessment/Risk Management	
Conduct assessments in particularly complex or high-risk circumstances.	<ul style="list-style-type: none"> • Determine any safeguarding/wellbeing issues that exist or that may develop • Take action to respond to any identified safeguarding/wellbeing issues • Increased protection of vulnerable people and ensured safeguarding procedures are followed
Assess and manage the risk associated with team cases.	<ul style="list-style-type: none"> • Day to day prioritisation of casework

Service Development	
Contribute to the development of service planning within the service.	<ul style="list-style-type: none"> • Optimum use of available resources • Improved quality of service and efficiency
Relationships	
Represent the service in liaison with other agencies and disciplines in order to reach decisions.	<ul style="list-style-type: none"> • Integrated approach between agencies • Improved effectiveness and efficiency in service delivery
Multi-disciplinary Working	
<p>Effective communication across teams (internally and externally) to promote best outcomes for service users.</p> <p>Acts as a key point of contact that the service user and their family can rely on, and who is able to support them in making choices and in navigating their way through the system.</p>	<ul style="list-style-type: none"> • Appropriate well planned interventions when needed - regularly reviewed and effectively and efficiently delivered • Overlap and inconsistency from other practitioners reduced • Promotion of a positive reputation of Together Trust • Benchmarking against services offered by external agencies/organisations • Ensuring Trust offering competitive services
Nature of contacts and relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Working in partnership with other agencies supervising and monitoring the quality of delivery and operations • May be contact with governors • May be negotiation, funding, with external providers 	
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)	
<ul style="list-style-type: none"> • May be running one or more School/College departments • Office based but may require some off site working 	

Procedural context (creativity, discretion and impact)

- Making judgements and decisions within the scope of the policy framework and recommending and writing changes in existing and/or new policy

Planning requirement

- Develops annual business/improvement plan and contributes to service planning

Key facts and figure ranges (include likely size of any team managed)

- Manage a team(s)
- May manage a budget and may have income targets
- Manage resources environments safely

Skills, knowledge and qualifications

- Qualified in professional discipline with good working knowledge of the work/sector area and the ability to manage a team/establishment
- Post graduate professional qualification in practice and/or in management
- Organisational awareness and understanding of political agenda
- Understanding of roles of key partnership agencies
- Resource management ability
- Deep understanding of relevant legislation

Equipment operated and essential skills

- ICT literate

Role profile specific behaviours

Introduction

Our behaviours framework describes the actions we believe are at the heart of bringing our values to life at Together Trust. They explain how we should approach our behaviours at work. This is a generic framework designed to introduce the concept of behavioural competencies in a flexible format in the first instance. The behaviours are split into several levels to reflect the different expectations we should have of ourselves and colleagues whatever their role in the organisation.

Positive:

We take pride in celebrating the difference we make

Purpose:

Taking a positive approach which delivers high quality people focused service

- I take time to create and communicate a clear vision of the future for my function, reinforcing a sense of purpose and direction in the Trust
- I facilitate high performance by creating a culture of constructive feedback, clear direction, focus and recognition.
- I identify and develop a pipeline of talent for the future across the Trust
- I create opportunities to share the successes of the Trust externally

Professional:

We act in a fair and respectable way that recognises our collective expertise

Purpose:

Taking a professional approach; building trust, working in partnership, and having a strong focus on delivering the best outcomes for all

- I show alignment with the leadership team, speaking with one voice to deliver organisational clarity.
- I value all areas of the organisation, including the unfamiliar, and build strong cross-functional relationships
- I work in participation with others across services and functions, and develop synergies to improve the service to my key stakeholders
- I role model my commitment to values at all times, even when I am under pressure

Passionate:

We encourage creative ideas and inspire one another

Purpose:

Being passionate about continuous improvement in the Trust; bringing new and imaginative ideas, taking calculated risks, and learning from experience

- I seek opportunities to learn from innovative practice elsewhere, benchmarking performance internally and externally
- I actively build new partnerships to improve our delivery and ways of working
- I identify the need for strategic change, identifying risk, engaging stakeholders effectively, managing conflicting views and ensuring alignment
- I use inspirational leadership to motivate people across the Trust

Supportive:

We are considerate and caring towards one another

Purpose:

Working in a supportive way with others in the pursuit of collective goals, and valuing diversity in the workplace.

- I build a culture of learning and improvement rather than blame
- I understand the impact of my emotions and those of others
- I take time to break down barriers and promote inter-departmental working and understanding
- I coach and mentor senior and aspiring leaders