Role profile description

Date	August 2020
Family	Teaching & Learning Support
Role profile level number	40S
Purpose	
To manage a team of staff and a varied caseload in providing specialist advice on and supervise capacity development for individual and groups and review the effectiveness of programmes and activities	
Role accountability	**End result**
Planning	
Produce development plans that are tailored to the needs of individuals or groups.	• A programme of learning and development is delivered within a theme, group or individual
Formulate and design development programmes that reflect the needs of individuals and groups.	• The requirements of individuals or groups are met in the available programmes • Well planned sessions achieved • Student achieve their full potential • Effective and efficient use of resources available
Delivery	
May be required to deliver programmes and advice to other practitioners and managers	• Programs and advice delivered in line with school/college processes and procedures.

	• Meet awarding body regulations as appropriate
Oversee and control the implementation of programmes/activities.	• Programmes are delivered to the required standards and timescale.
Co-ordination	
Co-ordinate delivery and implementation of the programmes.	• Team work and joint understanding to assure effectiveness and efficiency of programme delivery • Students centred approach is delivered and maintained
Co-ordinate with partners to ensure that delivery fits with other disciplines and existing provisions.	• The optimum benefit and efficiencies are achieved from the available resources • Integrated operation
Monitoring and assessment	
Monitor and verify programmes to identify their effectiveness. Evidence the used of appropriate assessments methodology Participate in internal and external verifications	• Standards are maintained and improved • Actions are taken to correct deficiencies • Accreditation maintained • Quality assurance of work maintained in line with regulations and professional standards • Learning progression is evidenced • Verification processes are meeting college/school procedures and regulations

Training and Supervision	
Supervise and/or develop the skills and capacity of others involved in delivering activities and programmes.	• The capacity to deliver the scheduled programmes and activities is obtained
People and Performance Management	
Organise and controls the delivery of service by staff in own service area.	• Provision of appropriate and timely intervention to support service users • Meeting of quality, national and legislative standards
Provide advice, guidance, and direct support to staff in service area.	• Team is capable of service delivery
Review customer satisfaction with service provided.	• Assessment of corrective action required • Implementation of agreed actions • Enhanced quality of service
Risk management	
Assess and manage the risk associated with assigned cases. Conduct assessments in complex or high- risk circumstances.	• 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 • Protection of vulnerable individuals
Service Development	
Contribute towards developing professional policy, standards and procedure through service planning.	• Enhanced quality of service • Influence the development of service plans and professional policies

Evaluate training impact to inform workforce planning.	• Represent the Together Trust's formal view • Ensuring continuous service development
Relationships	
Liaise with other agencies on operational issues and deliver service in partnership.	• Quality, integrated service delivered to service users • Optimum and effective provision of services
Multi-disciplinary Working	
Effective communication across teams (internally and externally) to promote best outcomes for service users. 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.	• 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
Professional Practice	
Contributing to quality improvements to the service as appropriate. Responsible for the effective implementation of components of quality improvements	• Continuous improvement and innovation • Delivery of provision based on evidence based practice • Effective analysis and use of data and resources

Nature of contacts and relationship (who and the nature of the communications)

- Working in partnership with community and voluntary groups, internal and external partners and potential contact with governors to provide advice and information for a specific service
- Working in partnership with learners including children, parents/caregivers and vulnerable adults in areas of activity which are closely defined by policy procedure and working practice
- Work in partnership with internal and external colleagues and other professionals sharing and co-ordinate resources and professional practice.

Working environment context (disruption, physical, disagreeable, health and safety aspects)

- Primarily in Together Trust premises and may be required to work with challenging or complex groups
- May be required to work off site

Procedural context (creativity, discretion and impact)

- Designing and using specialist judgement to tailor programmes that best meet the needs of individuals or groups
- Organising own work and co-ordinating work of others
- May be a lone worker
- May involve working in specialist physical environment (e.g.: hydro pool, rebound room

Planning requirement

- Organise and plan programmes involving other staff – contribute to annual business/improvement

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

- Supervise a team of professionals
- Authorise spending within budget

Skills, knowledge and qualifications

- Qualified and experienced in the relevant work area
- Ability to manage/supervise a team of staff and manage time and resources
- Teaching qualification and relevant subject qualification
- Continuous professional development plan is maintained in line with relevant professional standards

Equipment operated and essential skills

- ICT competent and in key software packages
- Specialist equipment as appropriate (e.g.: for moving and handling, communication of sensory strategies)

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 build a shared vision and communicate it effectively to allow teams to work well together • I give and seek constructive feedback proactively and recognise great performance across services, using reward to celebrate and motivate individuals and teams • I use coaching skills to ensure that all staff are able to deliver confidently and to the best of their ability. • I take action to improve quality and positivity across the Trust
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 role model values and standards, giving constructive feedback to others when their actions are not in line • I proactively identify key stakeholders' changing requirements • I facilitate effective working between teams to deliver results, recognising the expertise and knowledge of others • I understand people's expertise, strengths and weaknesses and develop them to meet Trust goals

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 best practice inside and outside of the Trust to benchmark and improve processes • I give permission to others to think differently and challenge the status quo • I prepare people and the organisation for major change initiatives • I role model good leadership to inspire great performance
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 take time to know my own team as individuals as well as understanding other departments and services • I understand my personal impact and know when it is appropriate to amend my behaviour • I show empathy in my interactions with others • I empower, encourage and enable people to make them feel that they matter