

## Together Trust

### Role Profile Description

|   |  |
|---|--|
| <b>Date</b>   | <b>June 2015</b>   |
| <b>Family</b>   | <b>Teaching &amp; Learning Support</b>   |
| <b>Role Profile Level Number</b>  | <b>50A</b>   |
| <b>Purpose</b>  |  |
| To provide advice on a range of specialist subject areas for programmes and activities that develops the capacity of individual and groups. |  |
| <b>Role Accountability</b>  | <b>End Result</b>  |
| <b>Planning</b>   |  |
| Interrogate needs, recommend actions and establish priorities.  | <ul style="list-style-type: none"> <li>• Systematic allocation of available resources to achieve agreed objectives</li> </ul>  |
| <b>Delivery</b>   |  |
| Deliver learning and provide expert advice to internal and external customers and stakeholders.   | <ul style="list-style-type: none"> <li>• Standards are determined, maintained and skill base enhanced</li> <li>• Learning is provided in a safe and stimulating learning environment</li> </ul>  |
| <b>Co-ordination</b>  |  |
| Liaise and co-ordinate activities and resources with service partners and stakeholders.   | <ul style="list-style-type: none"> <li>• Working practices are integrated across partnerships to achieve and improve service delivery</li> </ul>   |
| Represent the Together Trust and partner organisations on policy matters.   | <ul style="list-style-type: none"> <li>• Together Trust's and partners' policy is represented effectively</li> <li>• Public Relations is visible and in accordance with guidelines</li> </ul>  |
| <b>Research</b>   |  |
| Undertake and arrange research to inform learning, policy and organisational development.   | <ul style="list-style-type: none"> <li>• Service delivery is informed by latest thinking and good practice</li> </ul>  |
| <b>Assessment/Risk Management</b>   |  |
| Conduct assessments in particularly complex or high-risk circumstances.   | <ul style="list-style-type: none"> <li>• Determine any safeguarding/wellbeing issues that exist or that may develop</li> <li>• Take action to respond to any identified safeguarding/wellbeing issues</li> <li>• Increased protection of vulnerable people and ensured safeguarding procedures are followed</li> </ul> |
| Assess and manage the risk associated with team cases.  | <ul style="list-style-type: none"> <li>• Day to day prioritisation of casework</li> </ul>  |

| <b>Service Development</b>  |   |
|---|---|
| Contribute to the development of service planning within the service.   | <ul style="list-style-type: none"> <li>• Optimum use of available resources</li> <li>• Improved quality of service and efficiency</li> </ul>  |
| <b>Relationships</b>  |   |
| Represent the service in liaison with other agencies and disciplines in order to reach decisions.   | <ul style="list-style-type: none"> <li>• Integrated approach between agencies</li> <li>• Improved effectiveness and efficiency in service delivery</li> </ul>   |
| <b>Multi-disciplinary Working</b>   |   |
| <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"> <li>• Appropriate well planned interventions when needed - regularly reviewed and effectively and efficiently delivered</li> <li>• Overlap and inconsistency from other practitioners reduced</li> <li>• Promotion of a positive reputation of Together Trust</li> <li>• Benchmarking against services offered by external agencies/organisations</li> <li>• Ensuring Trust offering competitive services</li> </ul> |

|  |
|--|
| <b>Nature of Contacts and Relationship (who and the nature of the communications)</b>  |
| <ul style="list-style-type: none"> <li>• Working in partnership with other agencies schools, settings in supervising and monitoring the quality of delivery</li> <li>• May have contact with governors</li> </ul>  |
| <b>Working Environment Context (disruption, physical, disagreeable, health and safety aspects)</b>   |
| <ul style="list-style-type: none"> <li>• Office based but may require some off site working</li> </ul>   |
| <b>Procedural Context (creativity, discretion, impact)</b>   |
| <ul style="list-style-type: none"> <li>• Making judgements and decisions within the scope of the policy framework and recommending changes</li> </ul>  |
| <b>Planning Requirement</b>  |
| <ul style="list-style-type: none"> <li>• Contributes to service and improvement planning</li> </ul>  |
| <b>Key Facts and Figure Ranges (include likely size of any team managed)</b>   |
| <ul style="list-style-type: none"> <li>• No budget responsibilities</li> </ul>   |
| <b>Skills, Knowledge and Qualifications</b>  |
| <ul style="list-style-type: none"> <li>• Qualified in professional discipline with good working knowledge of the work/sector area</li> <li>• Post graduate professional qualification in practice and/or in management</li> <li>• Organisational awareness and understanding of political agenda</li> <li>• Understanding of roles of key partnership agencies</li> <li>• Resource management ability</li> <li>• Deep understanding of relevant legislation</li> <li>• Teaching qualification and relevant subject qualification</li> <li>• Continuous professional development plan is maintained in line with relevant professional standards</li> </ul> |
| <b>Equipment Operated and Essential Skills</b>   |
| <ul style="list-style-type: none"> <li>• ICT literate</li> </ul>   |