

## Competency based Job Profile Access and Inclusion Officer

### CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

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| <b>DEPARTMENT:</b> Children's Services          | <b>SERVICE GROUP:</b> Specialist Teaching and Support Service (STaSS). |
| <b>POST TITLE:</b> Access and Inclusion Officer | <b>REPORTS TO:</b> Specialist Officer Team Lead                        |
| <b>GRADE:</b> PO2                               | <b>SAP POSITION NUMBER :</b>   |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

#### **Key Purpose of Post:**

- To promote high quality inclusive and integrated services and to promote access to services for children and young people with SEND and their families as part of the 0-25 Specialist Teaching and Support Service (STaSS) in order to improve a range of outcomes for children and young people with SEND.
- To work collaboratively and in partnership to advise and support high quality, inclusive SEND practices across the service and with the early year's settings and early education providers.
- To deliver high quality advice, support, training and outreach work across provisions for children and young people with SEND

## Competency based Job Profile Access and Inclusion Officer

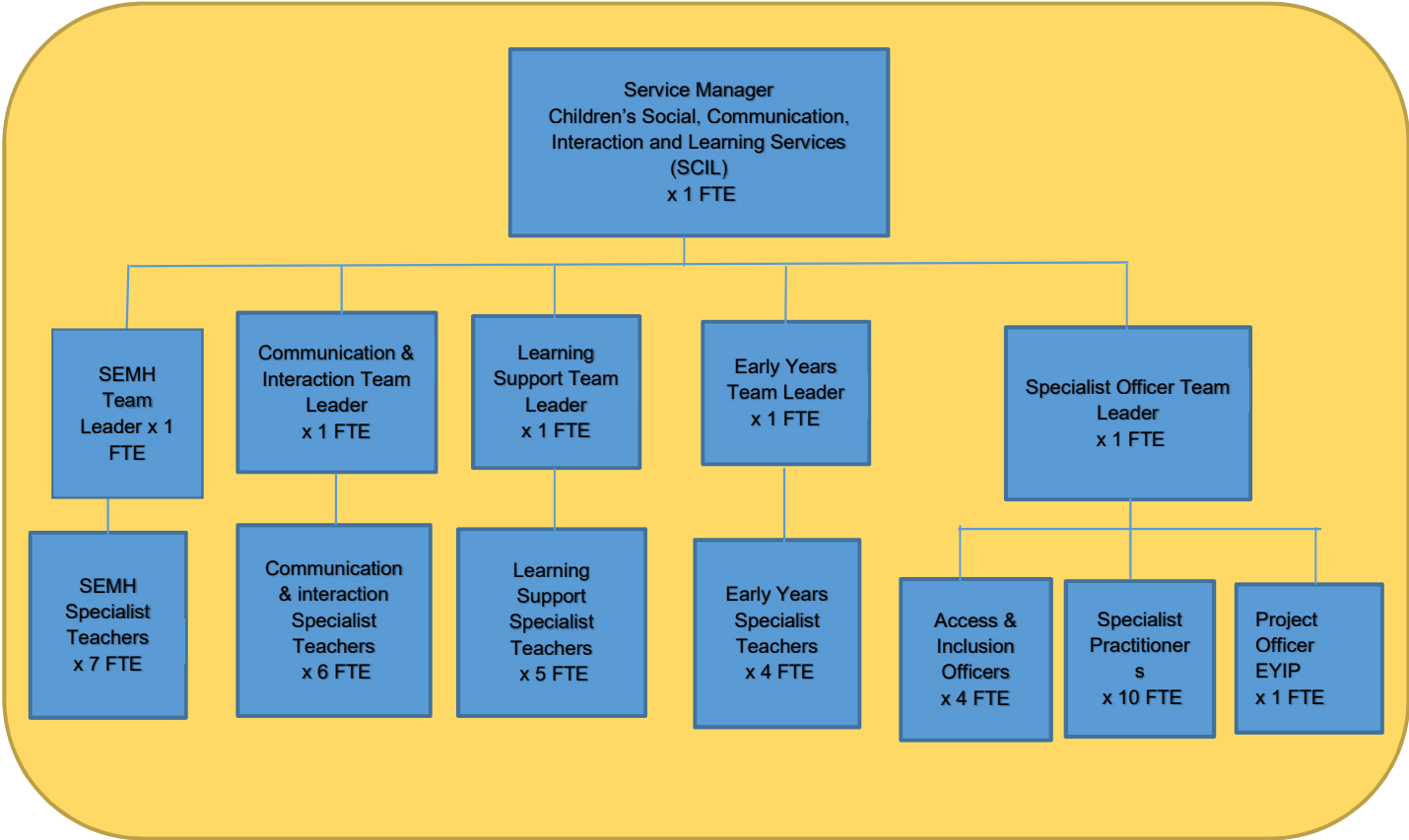
### Main Responsibilities of Post:

1. Provide support to settings and provisions with developing Special Educational Needs and Disability and equal opportunities policies, observations and assessment, working with parents, record keeping, developing Individual Learning Plans and curriculum planning.
2. Make recommendations as part of the 0-25 Specialist Teaching and Support Service (STaSS) as a whole regarding practice and provision to meet the needs of children with SEND.
3. Contribute to the co-design and co-production of the training, support and outreach programme in relation to Special Educational Needs and Disability, Equality and anti-discriminatory training.
4. Work as part of the Social, Communication, Interaction and Learning Team (SCIL) to make decisions regarding support and provision for children with special needs within settings and provisions about the allocation and use of the Early Years Inclusion Grant.
5. Play a role within the 0-25 Specialist Teaching and Support Service (STaSS) in advising and supporting settings, early education, and childcare providers in fulfilling their statutory responsibilities in relation to SEND.
6. To build and maintain relationships, partnerships as part of integrated working which ensures early identification, early assessment and early intervention for children with SEND and more specialist services where needed as part of the Social, Communication, Interaction and Learning Team (SCIL).
7. To promote, implement and work as part of the locality team to provide effective outreach, support and advice to ensure involvement and engagement of families and children with SEND to improve outcomes for children with SEND.
8. To assist smooth transitions for young children with SEND into specialist provisions and/or schools.
9. To comply with and uphold all policies, procedures, guidelines and codes of practice as lay down by the Council, Children's Services and the Bradford Safeguarding Board especially equal rights, health and safety and safeguarding, contributing to reviews as required.
10. To work as part of the specialist team in the early identification of children with SEND and contribute to EHCP assessments and the co-production of these plans.
11. To contribute to developing and using effective evidence based programmes to better meet the needs of children with SEND and their families.
12. To build the skills and capacity of practitioners in settings across the locality, including support for the most effective and efficient use of the Early Years Inclusion Grant, so that the settings and provisions are better able to meet the needs of children with SEND and improve their outcomes.

**Competency based Job Profile Access and Inclusion Officer**

To undertake all duties commensurate to the nature and level of the post at initial place of work, or at any other venue. work, or at any other venue.

**Structure**



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| Special Knowledge Requirement: Will be used for shortlisting  |           |
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| Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.   |           |
|   | Essential |
| Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public – where the person is able to demonstrate that they can during the interview:<br>a) Can express themselves fluently and spontaneously, almost effortlessly.<br>b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language. | X         |
| Carries out the working practices, procedures and basic operations across a specialist area or number of specialist areas. Carries out a variety of specialist professional; or general managerial responsibilities effectively, with a considerable depth of knowledge across a range of areas relevant to the SEND agenda.  | X         |
| Uses specialist knowledge of health, safety and environmental policies, procedures and regulations, including risk in own area and/or across other areas of work.<br><br>Plans own work, and programmes work for others, taking into account any Health, Safety and Environmental policies, procedures and issues - briefing others where relevant and carrying out checks as/when appropriate, including taking preventative and/or remedial action. Identifies and manages risk, in relation to operational objectives.   | X         |
| Uses a range of specialist ICT systems across own work area and or across other areas of work. Understands the requirements surrounding data protection and information security and the relevant transfer of data through internal and external mechanisms.  | X         |
| Knows the costs for products, resources and services within own area of responsibility.   | X         |
| Knows and understands how to analyse, interpret and present complex information from a variety of sources   | X         |
| Detailed and current knowledge of Safeguarding and the Prevent agenda and the ability to advise and respond quickly and appropriately in line with local and national legislation and advice.   | X         |

## Competency based Job Profile Access and Inclusion Officer

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| <b>Relevant experience requirement: Will be used for shortlisting</b>   |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the advanced threshold level outlined under Special Knowledge above. |
| Minimum of 5 years' experience of working with children with SEND and/or complex health needs and their families.   |
| Experience of delivering training, advice, support or outreach work in the field of SEND/complex health needs.  |
| Experience of working closely with settings/provisions to support transition for SEND pupils.   |

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| <b>Relevant professional qualifications requirement: Will be used for shortlisting</b>   |
| <ul style="list-style-type: none"> <li>Degree level or equivalent professional qualification in relevant subject area e.g. SEND, Early Education, Childhood Development, education community development, social care.</li> <li>Or 5 years' experience in a relevant field and can demonstrate the necessary skills, abilities, knowledge and understanding at this level.</li> <li>Evidence of further study or professional accreditation within the field of SEND.</li> <li>GCSEs in English and Maths Grade A-C, or equivalent.</li> </ul> |

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| <b>Core Employee competencies at manager level: to be used at the interview stage.</b>   |
| <b>Carries Out Performance Management</b> – covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and at a high standard.  |
| <b>Communicates Effectively</b> - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information.         |
| <b>Carries Out Effective Decision Making</b> - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work.   |
| <b>Undertakes Structured Problem Solving Activity</b> - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships.. |
| <b>Operates with Dignity and Respect</b> - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.   |

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| <b>Management Competencies: to be used at the interview stage</b>   |                               |                    |
| <b>Operates with Strategic Awareness</b> Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.   |                               |                    |
| <b>Practices Appropriate Leadership</b> Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do. |                               |                    |
| <b>Delivering Successful Performance</b> Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District's vision & work to achieve Council's values & agreed outcomes.                          |                               |                    |
| <b>Applying Project and Programme Management</b> Our manager's work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning.   |                               |                    |
| <b>Developing High Performing People and Teams</b> Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council's values and goals.  |                               |                    |
| <b>Working Conditions:</b>  |                               |                    |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.  |                               |                    |
| Must be able to work within the requirements of the Council's Mobile and Flexible Working policy.   |                               |                    |
| <b>Special Conditions:</b>  |                               |                    |
| No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance Enhanced DBS check required.   |                               |                    |
| The post holder is required to have a useable car available at all times or as advised by the line manager. The post is designated Casual Class 1 Car User status for the better performance of the duties for which the HMRC rate is payable.                              |                               |                    |
| <b>Compiled and Reviewed by:</b> Lynn Donohue and Lucy Stead – 24 <sup>th</sup> August 2021   | <b>Grade Assessment Date:</b> | <b>Post Grade:</b> |