

## Competency based Job Profile Specialist Practitioner

Dear Candidate,

Thank you for your interest in this exciting opportunity which has arisen to join the Social, Communication, Interaction and Learning (SCIL) Team as a Specialist Practitioner.

The SCIL Team is part of the wider Specialist Teaching and Support Services (STASS). We offer specialisms in 4 key areas; Communication and Interaction, Early Years, Learning Support and Social, Emotional and Mental Health.

**Our aim is:**

“To offer a flexible and responsive service, supporting schools and PVI settings to better understand and meet the needs of children and young people across Bradford in order to improve outcomes and life chances”.

We are a service for children and young people with special educational needs and disabilities (SEND) across the Bradford district aged 0-25. We offer support to maintained mainstream schools, free schools, academies and early years / PVI settings. In addition, advice can be sought from the team for a child or young person who has an Educational Health Care Plan (EHCP) and lives in Bradford but are educated out of the Bradford District.

Our team of Specialist Teachers, Practitioners and Access & Inclusion Officers are able to work alongside key staff in schools and PVI settings to:

- Help to better understand the needs of pupils with SEND.
- Support to plan provision which better meets pupils needs.
- Advise on strategies and, where appropriate, model within the setting.
- Provide training and coaching for staff at all levels to build capacity within schools and settings.

We are seeking to appoint a Specialist Practitioner with significant experience, knowledge and skills of working with children and young people with SEND (in particular social emotional behavioural, cognition and learning or communication and interaction needs).

I look forward to hearing from you. If you have any questions about the role, please contact me on [lucy.stead@bradford.gov.uk](mailto:lucy.stead@bradford.gov.uk) or 07582 100955.

Yours faithfully

*L.Stead*  
Service Manager SCIL Team

**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL  
JOB PROFILE**

<b>DEPARTMENT: Children's Services</b>	<b>SERVICE GROUP: Specialist Teaching &amp; Support Service</b>
<b>POST TITLE: Specialist Practitioner</b>	<b>REPORTS TO: Specialist Officer Team Lead</b>
<b>GRADE: S01/2</b>	<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:**

The Specialist Practitioner will work under an agreed system of management and supervision to support the work of the Specialist Teachers within the 0-25 Specialist Teaching and Support Service (STaSS), Social, Communication, Interaction and Learning Team (SCIL).

- To deliver a specialist service to children and young people with a range of complex learning needs, such as Social, Emotional and Mental Health, Cognition and Learning or Communication and Interaction needs, their families, settings and schools.
- To provide specialist support, advice and training as part of a team and independently with families, teachers and practitioners in schools and settings to support staff in schools.
- To monitor, assess and review children's progress using specialist assessment tools.

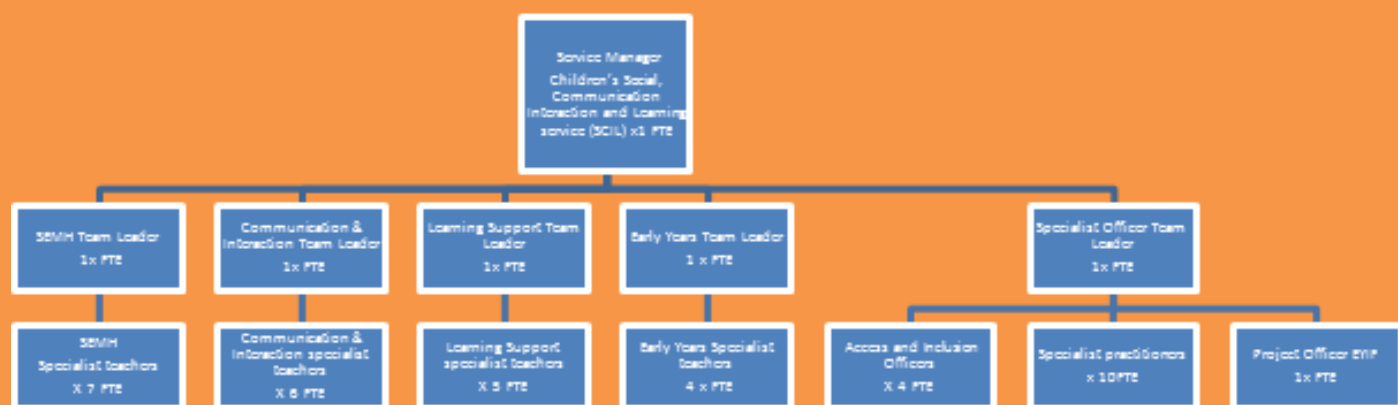
**Main responsibilities of post:**

1. To work on a peripatetic basis using professional judgement and initiative to analyse and interpret complex information or situations in order to develop and support provision for children with SEN.
2. To independently carry out assessments in relation to specialist area to determine Specialist Practitioner pupil needs and to support planning and target setting.
3. Independently plan and deliver teaching sessions to individuals/groups of pupils as part of an agreed support package to settings/schools or at home.
4. Independently plan and deliver specialist training to families, settings/schools and other professionals.
5. To understand, convey and embed high aspirations for pupils' achievement through clear target setting and focussed interventions.
6. To assess, monitor and review pupil progress.
7. To model and mentor appropriate interventions to teachers and support staff within various settings.
8. To produce, fluent, concise and accurate reports using ICT including contribution to statutory assessment as required.
9. To support the Specialist Teacher to carry out specific assessments to determine a child's needs and to support planning and target-setting.
10. To deliver specialist training to families, schools and other professionals as part of agreed support package.
11. To personally adhere to and at all times act within Child Protection policies and procedures reporting any concerns about individual children's welfare to the named person.
12. 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.
13. Expected to exercise a significant degree of initiative and personal responsibility in managing time, prioritising and carrying out duties.
14. A commitment to supporting children and families through transitions between and within phases of education and schools where necessary.
15. To keep up to date records of support provided to schools using ICT.
16. To maintain confidentiality in relation to information about children, young people and their families.

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

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### Structure



<b>Special Knowledge Requirement: Essential for shortlisting</b>	
<b>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column</b>	
	<b>Essential</b>
Due to the Government's 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. Able to demonstrate during the interviews: a) Can express themselves fluently and spontaneously, almost effortlessly. 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.	X
Understands and applies health and safety working practices, including risk in own area of work and/or across other areas of work, including legislation.	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 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
Able to deal with internal and external customers both face to face, over the telephone and by email.	X
Awareness of special educational needs and the graduated approach to behaviour management.	X
Knowledge of effective teaching and learning practices in a variety of settings.	X

<b>Relevant experience requirement: Essential 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 standard outlined under Special Knowledge above.
A minimum of 5 years' experience of working with children with SEND and/or complex health needs.
Experience of delivering advice, support or outreach work in the field of SEND/or complex health needs.
Experience of working with families, schools and settings.

<b>Relevant professional qualifications requirement: Will be used in shortlisting</b>
<input type="checkbox"/> NVQ Level 3 or equivalent qualification in early education, early childhood development, SEND and/or complex health and disabilities. <input type="checkbox"/> Or 5 years' experience in a relevant field and can demonstrate the necessary skills, abilities, knowledge and understanding at this level. <input type="checkbox"/> Evidence of professional development or study or professional accreditation within the field.

<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 to 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.
<b>Management Competencies: to be used at the interview stage</b>

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<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 managers 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 Councils 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 <b>Date: 04.02.2021</b>	<b>Grade Assessment Date:</b>	<b>Post Grade:</b> <b>SO1/2</b>
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