

ROYAL BOROUGH OF GREENWICH

JOB DESCRIPTION

DEPARTMENT: Children's Services **POSTHOLDER:**

SECTION: Inclusion Learning and Achievement

GRADE: Leadership II SEN max

POST DESIGNATION: STEPS Team Leader

Settings: Mainstream education settings in Greenwich

Purpose of Job:

- I. To develop inclusive services to support children's inclusion, in mainstream educational settings with particular reference to developing literacy and numeracy skills and global learning needs.
- II. To be responsible for the development and management of the Greenwich STEPS team including specialist teachers and outreach workers
- III. To support parents and carers in meeting the specific educational needs of their children
- IV. To develop the skills and capacity of schools and their staff through a comprehensive integrated training and development programme at an individual and systemic level.
- V. To have responsibility for ensuring the service is evidence based and outcome focussed through measuring Service impact via monitoring and evaluation at an individual and systemic level.
- VI. To ensure the service is responsive to the needs of children, families and education staff through seeking and using views and feedback.

Main Duties:

1. To lead the STEPS team and ensure the service offer is outcome focused, value for money and delivers efficient and effective service.
2. To ensure that all training/ interventions used within the service are evidence based and used consistently across the team, ensuring that all staff have the appropriate training and support to deliver the offer.
3. To manage the referrals to the service ensuring that the waiting lists in both areas of service are managed and the service is responsive to demands across primary and secondary school age settings.
4. To lead, shape and develop the Dyslexia part of the service, to include the delivery of training and researching and developing evidence-based practice in this area.
5. To have overall responsibility for the consistency of management of all staff within the service including performance management and sickness management.

6. To be responsible for the training and performance management of the Senior Dyslexia teachers and Co-ordinator's of the complex needs part of the service to include induction and mentoring of newly qualified teachers and staff.
7. To support the development of inclusive practices for pupils with all learning difficulties (including dyslexia and additional motor difficulties) through high quality training and outreach support.
8. To develop integrated working practices with other services and providers to ensure consistency of delivery of provision, with particular reference to SEND Outreach and Speech and Language therapy services.
9. To develop the strategic plans and policies within the STEPS team, including setting performance indicators, and preparing annual reports as required.
10. To be accountable for quality assurance and provision of data which details impact of the service on pupil attainment & achievement and provide regular reports as needed.
11. To monitor the quality of learning and teaching delivered by the teaching and support staff within the STEPS Service.
12. To ensure the service is responsive to the needs of children, families and education staff through seeking and using views and feedback.
13. To challenge and support schools providing for children with literacy, handwriting and numeracy difficulties, supporting the development of quality teaching and learning, including the development of schools to become "dyslexia friendly".
14. To ensure Appraisal for Teachers and Performance Review for non-teaching staff is carried out according to regulatory standards and Council policy
15. To co-ordinate and attend multi professional meetings at borough and cross borough level, to promote multi-agency working professional knowledge
16. To ensure the Service provision to students with literacy, handwriting and numeracy difficulties adheres to local policies, in particular the SEND Support policy, and within the context of the wider national SEND agenda.
17. To be responsible for maintaining national and regional quality standards and to develop strategy through appropriate working groups led by the Service.
18. To undertake Continuing Professional Development (CPD) including attending courses and disseminating information to Service members and to co-ordinate CPD for all staff in the STEPS Service
19. To promote the Council's approach to record keeping and maintaining of all data relating to the STEPS Service, evaluation and monitoring processes. To ensure record keeping complies with EHC profile formats
20. To be responsible for setting and monitoring the budget including the budget strategy linked to Service and Children's Services development plan. To rigorously structure and scrutinise/provide monthly Cost Centre Manager's reports.
21. To be responsible for procurement of specialist equipment in accordance with agreed targets and outcomes and needs of children and the deployment and maintenance of such equipment.

22. Co-ordinate own attendance or attendance of the Advisory Teachers at statutory reviews of children accessing the STEPS service.

23. To ensure all complaints are investigated and resolved in line with Council policy.

24. To undertake any other work appropriate to the level and general nature of the post's duties.

25. To undertake all duties with due regard to the provisions of health and safety regulations and legislation, the Council's Equal Opportunities and Customer Care policies, and the Technology agreement.

Designation of the Post to which the Post-Holder normally reports to:

Head of SEND Outreach Support Service