

# Framework for Area/County Coordinator for Sensory Impairment

## MANAGING AND DEVELOPING STAFF

**Manages directly and indirectly and provides strong leadership to encourage high motivation and performance and win the respect, trust and confidence of others. Encourages staff to set clear and realistic objectives, ensuring responsibility and accountability are clearly defined and understood, reviews progress and provides timely and ongoing constructive feedback to help staff/ managers develop. Values diversity, treating staff with fairness and equity. Contributes to wider Service management.**

Staff may have some hands on line management but will also involve influencing the performance management process through others as well as giving direction.

## Indicators of Effective Behaviour

- Communicates a clear sense of purpose and direction and how individuals fit in to the bigger picture; through strong leadership, inspires staff to deliver.
- Role models the standards they set for staff; embraces the performance management process.
- Keeps staff informed; provides reasons for underlying decisions and is open to challenge.
- Adapts approach or management style to different people, cultures and situations, including geographically disparate groups.
- Facilitates the performance of staff; acts as a reviewer for the performance management process.
- Delegates effectively to provide staff with development opportunities, offering the support, coaching and advice staff need to produce good quality work.
- Encourages individuals to take on extra responsibility, try new things and take considered risks; knows when to stand back and let others get on with it.
- Brings on talent by identifying potential and making best use of people's strengths; creates an inclusive environment where all staff, including those from under-represented groups, are able to develop.
- Gives regular, timely and honest feedback: praises achievement and celebrates success as well as tackling poor performance or inappropriate behaviour.
- Evaluates results of training and assesses its impact on individual/ team performance.

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## DELIVERING RESULTS

**Takes the initiative and consistently drives for high quality performance for self and team. Makes the most effective use of technology, budgets, finances and other resources to maximise outcomes, deal with changing priorities and achieve objectives.**

Staff may achieve objectives through delegation. Staff will need an awareness of the wider picture and of the relative value of activities. Planning can often be complex, calling for more sophisticated project planning techniques. Although the scope for direct management of resources will vary, staff in these grades should have a broad understanding of financial and resource management issues.

## Indicators of Effective Behaviour

- Sets and achieves clear and demanding standards of accuracy and quality for self and team.
- Takes the initiative, demonstrating flexibility, resilience and decisiveness; meets objectives. Initiates and implements value-added work/ initiatives.
- Takes personal responsibility for the service provided by staff, working with/through staff to achieve/ improve results.
- Plans work/ projects; monitors own and others' progress, identifies risks/threats and changing requirements or priorities and takes action to keep delivery on track, including dropping unnecessary tasks.
- Proactive in identifying and attracting the right calibre of staff and securing the necessary financial and physical resources for the team.
- Makes best use of new and existing technology to deliver/ manage objectives.
- Ensures all work complies with organisational procedures and legal requirements, ensuring that systems are defined documented and reviewed as appropriate.
- Achieves value for money in the use and management of financial and physical resources.
- Uses statistical data, benchmarking and performance indicators to enhance delivery of work /objectives.
- Knows when to harness the leverage of more senior staff to deliver results.
- Monitors and evaluates the impact of interventions and their overall/ wider contributions.
- Employs sophisticated project management techniques.

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## CUSTOMER FOCUS

**Works in partnership with stakeholders, customers and service providers and focuses on the provision of timely and high quality services. Understands and anticipates customer needs and seeks out new and more effective ways of meeting them. Provides quality monitoring assurances to customers.**

All jobs involve delivering a service to customers, although the range of customers will vary. Staff are likely to be involved in more complex services or customer relations and to have more responsibility for ensuring the section as a whole delivers what is required.

## Indicators of Effective Behaviour

- Acts with honesty, integrity and professionalism.
- Knows who their internal and external customers/stakeholders are and works with them to identify their needs.
- Manages customer expectation by communicating clearly what they are willing/able to do and what they are not, offering alternatives if they can't help directly.
- Meets commitments or renegotiates if it is clear they cannot be met, keeping customers and stakeholders informed of progress.
- Collects and analyses customer information/feedback and uses it to inform/improve services.
- Proactive; anticipates future customer requirements and makes arrangements to meet them.
- Uses best practice, benchmarking and other external standards to improve customer service.
- Encourages continuing pursuit of excellence in customer service.
- Challenges and supports customers to improve outcomes.

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## PROBLEM SOLVING & JUDGEMENT

**Systematically gathers information, analyses, interprets, translates and evaluates it and reaches logical and timely conclusions, including when under pressure. Produces well argued recommendations, which are set in relevant contexts and can be defended convincingly. This competence underpins most of what individuals do and links with every other competence in the framework.**

Issues may be sensitive or wide ranging, the information dealt with more complex and the range of sources more diverse.

## Indicators of Effective Behaviour

- Absorbs large quantities of complex information quickly, sees interrelationships, and establishes links, patterns and conflicts.
- Identifies priority issues and potential problems and knows when to refer issues upwards.
- Reads between lines, rather than taking everything at face value; asks perceptive and penetrating questions.
- Considers, assesses and manages risks, taking appropriate action.
- Uses rationale, intuition and logic to reach objective and timely conclusions, developing and evaluating a range of options and making reasonable assumptions.
- Makes good decisions including on the basis of incomplete information.
- Produces recommendations which are soundly based and take account of relevant issues and contexts and consider both short and long term implications of decisions.
- Accurately interprets and manipulates data and translates this into proposals/ actions.
- Evaluates the outcomes of decisions; reviews actions if solutions are ineffective or new and significant information is received.

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## THINKING STRATEGICALLY

**Takes account of and understands the role of the Service and wider social, economic, political and business context in which both work/ operate. Considers the vision and values of the Service and how their work relates to it. Able to think creatively about how best to deliver policy outcomes and services; brings a fresh perspective to long-standing issues and understands the need to operate in a rapidly changing environment**

Staff are likely to need not only an understanding of the big picture but also the ability to anticipate and prepare for longer term changes, threats and opportunities.

## Indicators of Effective Behaviour

- Relates work of self and team to Service values, aims and objectives and to the wider political context.
- Responds constructively to changing stakeholder and customer demands.
- Maintains an overview of strategic issues within Service area.
- Aware of changes in external environment and anticipates opportunities and threats presented to own work. Takes action to keep delivery on track.
- Questions traditional thinking and generates innovative solutions to problems/issues.
- Thinks creatively, generating and exploiting emerging opportunities, overcoming barriers and developing initiatives/ solutions. Adds value.
- Applies understanding of customer or stakeholder perspectives to create new approaches to policy or service delivery.
- Recognises when a current problem or opportunity is similar to a previous one or links to a different one. Uses the experience or knowledge to help the current situation.
- Raises awareness and interest amongst others about issues likely to be important in the future.
- Translates strategic ideas and analysis into concrete outcomes and action plans to improve policy or service delivery.
- Contributes to the development of Service provision/ activities.

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## WORKING WITH OTHERS

**Shows consideration for others' needs and motivations, values diversity and works effectively with colleagues and contacts in the immediate and wider teams in pursuit of objectives**

This competence is about interpersonal effectiveness. Staff will be aware of the context of their interactions, in the variety and status of contacts and in the degree of potential sensitivity. Staff may be working with others in a managerial context where they are responsible for forming teams and setting the standards of behaviours within those teams. There will also be increasing scope for working in cross-group, inter-Service and intra-Service teams

## Indicators of Effective Behaviour

- Treats everyone with fairness and respect regardless of work pressure.
- Coordinates and contributes to multi-agency working. Contributes a clear vision to working partnerships. Resolves conflict.
- Recognises impact of own behaviour, actions and language on others. Works with others to promote and facilitate the development of inclusive practices.
- Understands, values and incorporates other people's needs, contributions and perspectives.
- Builds productive and collaborative working relationships with others, both in and outside the organisation, regardless of status; adapts own approach appropriately to suit the situation.
- Provides management support or releases resources to help others at times of operational need.
- Encourages and participates in teams where membership is drawn across functions, locations and organisations. Liaises with others to provide interventions.
- Focuses on the achievement of objectives and team success rather than personal recognition.
- Shares information and own expertise willingly; passes information/ data on to where it is needed.
- Consults and develops value added partnerships with others to maximise opportunities/ address specific issues.
- Supports and coordinates actions across Partnerships/ schools/ geographical areas.

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## COMMUNICATING & INFLUENCING

**Presents a professional image of self and Service. Conveys information clearly and concisely, adjusting style according to purpose and audience. Develops and maintains a wide range of contacts and uses a range of communication skills to influence others in support of Service objectives. Negotiates effectively and creatively with and through others to achieve objectives/ drive projects.**

## Indicators of Effective Behaviour

- Structure, design, delivery and style of communication is appropriate for the situation and context and takes full account of the perspective needs of the audience.
- Explains complex issues, ideas and concepts clearly and persuasively, orally and in writing.
- Communication is concise, structured and focussed on the key messages.
- Builds and maintains effective contact networks which offer rapid access to information not readily available elsewhere.
- Uses contact relationships on behalf of the Service, resolving problems with these relationships when they arise.
- Facilitates/leads meetings or discussions effectively to achieve clear outcomes. Promotes information and opportunities.
- Develops and defines own case carefully, by clarifying objectives, establishing relevant information and evaluating risks and the likely views and responses of others.
- Seeks to create solutions which offer mutual benefits, establishing common ground to get agreement.
- Thinks on feet to respond to the unexpected.
- Operates with an acute awareness of political sensitivities and realities.
- Is consultative; influencing practice through networking, disseminating and challenging.

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## LEARNING & DEVELOPING

Open and flexible approach to new ideas, drawing on them and on experience to improve performance and results. Enthusiastic about personal development and encourages others. Contributes to and supports Service policies.

## Indicators of Effective Behaviour

- Open to, seeks out and acts on feedback.
- Acknowledges own mistakes: seeks to apply learning and experience to new roles and situations.
- Reviews systems/tasks/activities and identifies lessons to be learned, sharing learning with others.
- Positively challenges outdated conventions and actively contributes ideas and suggestions to improve the way things are done.
- Promotes the benefits of working in new and flexible ways and helps others to adapt.
- Acts as an agent of change; looks for ways to remove barriers to change.
- Makes use of available experts to supplement own knowledge when necessary.
- Asks others for their own ideas rather than imposing solutions from the outset.
- Facilitates and supports the self-evaluation/continuous development process. Pursues self development as much through new experiences and self-guided learning as through more formal routes.
- Develops and uses expertise/ professional knowledge/ specialist skills where appropriate.
- Is committed to continuous professional development/ development of CPD opportunities.