

Sensory Service - Framework for Specialist Teacher Posts

DELIVERING RESULTS

Uses project management skills to track and monitor work progress, and demonstrates the wider financial skills/ know-how to address issues/ achieve results. Appreciates the relative value/ importance of issues. Takes account of changing needs, objectives and priorities. At this level, objectives may be likely to be achieved through delegation/ other colleagues.

Indicators of Effective Behaviour

- Plans, implements and evaluates work and activities. Uses and applies project management techniques.
- Takes the initiative, demonstrating flexibility, resilience and decisiveness. Works to meet/ exceed objectives.
- Takes responsibility, working with/ through others to achieve results/ objectives.
- Plans and implements work and activities, sets targets and monitors progress and outcomes.
- Identifies potential risks/ threats and changing needs, requirements and priorities. Takes action, reprioritising where necessary to ensure smooth delivery/ accurate spend.
- Provides timely, appropriate and relevant information enabling others to deliver.
- Evaluates outcomes against objectives set/ planned results.

CUSTOMER FOCUS

All jobs in these grades will be likely to involve delivering and/or providing high quality and appropriate services to/through others, although the range and seniority of stakeholders will vary. Understands customer/ stakeholder needs. Looks for ways to raise standards and deliver ever more efficient, effective and high quality advice/ services.

Indicators of Effective Behaviour

- Acts with honesty, integrity and professionalism.
- Knows who their customers/ stakeholders are and advises/ works with them to identify needs and support the implementation of strategies/ raise standards.
- Manages customer/ stakeholder expectations, renegotiating if it is clear these expectations cannot be met.
- Reviews policies, systems and procedures and collects and analyses information to improve/ inform delivery/ services.
- Proactively anticipates future needs and makes arrangements to meet/ exceed expectations.
- Encourages continuous improvement in delivery/ customer service.

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PROBLEM SOLVING & JUDGEMENT

Analyses more complex information and evaluates options, making sound judgements and drawing appropriate/logical conclusions. Makes appropriate recommendations, underpinned by supporting rationale.

Indicators of Effective Behaviour

- Seeks and absorbs information; spots inconsistencies, links and patterns and identifies gaps.
- Sorts information, identifying potential problems as well as key/ priority issues.
- Digs below the surface; asks penetrating/ considered questions.
- Considers, assesses and manages risk, taking appropriate actions.
- Makes good/ timely decisions, and is able to defend these convincingly.
- Judges when to step in/ provide support and when to refer the issue/ situation.
- Produces recommendations which are soundly based and take account of various issues.
- Considers the wider implications of decisions; draws appropriate conclusions.
- Evaluates the outcomes of decisions; adjusting approach/ recommending more appropriate solutions.

TAKING A WIDER PERSPECTIVE

Looks beyond the delivery/ detail of day to day work and activities. Is able to see how their work fits into wider objectives and understands and takes account of the role of the Sensory Service and wider context in which both exist/ operate. Sees and provides a wider, fresh perspective to new and existing problems/ issues.

Indicators of Effective Behaviour

- Makes the connection between own work and wider Sensory Service objectives.
- Takes accounts of and contributes to corporate discussion, issues, changes and initiatives.
- Thinks creatively, generating innovative ideas, creating new approaches and generating opportunities and strategies.
- Makes a difference.
- Raises awareness about issues which are likely to be critical in the future.
- Views the bigger picture, making horizontal links between own and colleagues' objectives.
- Applies knowledge/ understanding of different perspectives to bring about change.

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WORKING WITH OTHERS

This competence is about interpersonal effectiveness. Working collaboratively with others to facilitate delivery of work/ individual and joint objectives. Understanding and incorporating other people's needs, views and perspectives.

Indicators of Effective Behaviour

- Treats everyone with fairness, respect and understanding.
- Supports others by understanding, valuing and incorporating their needs, views and perspectives.
- Works collaboratively with others and encourages collaborative working.
- Participates in multi- agency teams. Works in partnership.
- Focuses on the achievement of objectives, sharing information, experience and knowledge.
- Respects the contribution of others.
- Initiates and builds productive working relationships. Nurtures these relationships over time in pursuit of objectives.

COMMUNICATING & INFLUENCING

Specialist Teachers will deliver information clearly and concisely, adjusting style and content to suit audience purpose/ needs. They will also develop and maintain networks, using good communication skills to influence others in support of objectives. Written communication will be clear, concise and persuasive. Effective negotiators.

Indicators of Effective Behaviour

- Structure and style of communication is appropriate for purpose and context and takes full account of the perspective/ needs of audience.
- Explains ideas, concepts and information clearly and persuasively, both orally and in writing.
- Influences both directly and through others, including in an advisory capacity. Effective negotiation.
- Facilitates meeting, discussions and negotiations effectively to achieve objectives/ planned outcomes.
- Develops, defines and communicates own case carefully, using factual information to support messages.
- Uses networks and contact relationships on behalf of Service/ Council, nurturing and developing these over time.

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LEARNING & DEVELOPING

Specialist Teachers will display an open and flexible approach to new concepts and ideas, drawing on them and on experience to improve/ enhance outputs, performance and results. Individuals will be enthusiastic about personal development, encouraging and developing others. Supporting and acting on outcomes of quality assurance processes.

Indicators of Effective Behaviour

- Ensures and contributes to continuous service improvement.
- Takes learning and development seriously. Actively pursues self/ professional development.
- Sees and promotes the benefits of working in new ways.
- Supports and acts on outcomes of quality assurance/ improvement processes.
- Considers and promotes new and more effective ways of organising work. Consults and seeks views of others.
- Is open about own mistakes; learns from experience; seeks and acts on feedback.

DEVELOPING AND MANAGING STAFF

At this level management responsibilities will vary considerably, however, the ability to develop others and manage performance effectively through others are likely to be important skills. Valuing diversity and treating staff equitably and fairly will be a given as will an ability to contribute to wider management objectives, including managing at a distance. One or two roles may involve some direct line management responsibilities but the majority of roles will mainly involve managing and developing through others, including in an advisory capacity.

Indicators of Effective Behaviour

- Keeps staff informed, providing reasons for actions/ decisions.
- Gives continuous feedback on performance, recognising achievements/ progress and tackling under/poor performance.
- Recognises and develops talent. Manages/ provides an objective view of performance.
- Contributes to wider management objectives, managing and developing through others, including geographically disparate groups.
- Provides staff/ others with opportunities to develop their skills and experience.
- Develops others in an advisory capacity.