

Job description

Post: Deputy Manager - Level Two

Responsible for: Frontline workers

Context

Three levels of frontline supervisor roles exist across the Operational Services. The level of the post is determined by external compliance/registration status, number of people supported and volume of care hours.

All of our service provision will be delivered in a person centred manner, with absolute engagement of the beneficiary and/or their significant others. For every section of this job description, it is implicit that this will be the starting point. The I statements, attached, are also implied in all aspects of this job description.

In this role you are a frontline supervisor supervising other team members as well as supporting people with a range of hearing and / or sight difficulties. In some services, the people you support will also have complex needs and learning disabilities.

In different services you could be supporting children, adults or older adults, or possibly people from different age groups.

The settings for Sense frontline supervisors include:

- Residential and supported living services
- Day activities services
- Sense College
- Community services

You are appointed to work in a particular service setting, of which more details will be provided in a one-page service profile. In line with our commitment to support people in the most flexible and person centred way we can, you may be asked to work in different services or settings in the future.

This job description is applicable to frontline supervisor level three roles within the College, Community Services and Accommodation based services.



Purpose

1. To support the manager within larger services to effectively manage a team of staff to deliver person centred, specialist services to beneficiaries
2. To provide a customised, responsive and high quality service to people with multiple sensory impairments, physical and/or learning disabilities who use Sense services
3. To deliver services which meet or exceed organisational expectations and standards
4. To create and maintain safe working environments in which staff can fulfil their duties
5. To create and maintain an environment where staff can achieve excellence, develop within the service and access the range of organisational opportunities
6. To contribute to the wider planning and delivery of services within the Operational Services
7. To work collaboratively with all directorates within the organisation in pursuit of seamless service to beneficiaries and staff
8. To act as a representative of Sense in all dealings with external professionals, families, carers and members of the public, and to protect the reputation of the organisation in those dealings
9. To work with other Sense managers and external stakeholders to promote and market Sense's unique offer.

Key Responsibilities

1. To support the manager in providing line management support to a team of staff by:
 - 1.1 Conducting regular supervisions (in line with KPI frequency) where performance is assessed, managed and developed
 - 1.2 Conducting regular team meetings where service progress and person centeredness is assessed, managed and developed



- 1.3 Maintaining a team of appropriately trained staff to meet the needs of each individual using the service
2. To support the manager in maintaining appropriate levels of staff to meet the needs of the individuals in the service by:
 - 2.1 Planning and managing a rota
 - 2.2 Managing the impact of absence
 - 2.3 Inducting new starters
 - 2.4 To ensure the safeguarding of individuals in our care by adhering to our policies and procedures, acting on concerns raised, and reporting as required.
 - 2.5 To ensure that staff are trained and competent in line with policies and procedures.
3. To support the manager to identify needs and outcomes for each individual who uses the service by:
 - 3.1 Conducting or commissioning appropriate assessments
 - 3.2 Ensuring that statutory services have conducted appropriate assessments
 - 3.3 Conducting person centred reviews at appropriate intervals, engaging the necessary partners
 - 3.4 Translating recommendations into action by designing and delivering support plans
 - 3.5 Actively engaging families and external professionals where appropriate
4. To support the manager to deliver services which are legally compliant in all aspects including (but not exclusively) Regulatory bodies (RQIA, CQC, CSSIW, Ofsted), Health and Safety legislation, Mental Capacity Act, POVA by:
 - 4.1 Maintaining up to date knowledge of all aspects of compliance
 - 4.2 Contributing to the design of organisational systems which guarantee compliance
 - 4.3 Maintaining systems which guarantee compliance
5. To support the manager to deliver services that meet or exceed Sense's organisational standards by:



- 5.1 Delivering services to KPIs set within the Operational Services
- 5.2 Contributing to the organisational audit of the service and responding to recommendations
6. To support the manager to analyse assessment information, effect change, monitor and evaluate.
7. To support the manager to achieve and maintain financial viability of the service by:
 - 7.1 Preserving income at the delegated level
 - 7.2 Generating new income
 - 7.3 Seeking diverse ways of delivering viable, responsive and qualitative services
Managing a delegated budget
8. To support the manager to contribute to the monitoring of other services within the Operational Services
9. To support the manager to conduct fact finds and investigations across Sense as required
10. To support the manager to contribute to the strategic aims and goals of the Operational Services and wider organisation
11. To contribute to a 24 hour on call system on a rota basis, covering a range of services in a specified area
12. To work flexibly across a 7 day rota, including evenings, nights and weekend
13. Any other duties commensurate with the nature and grade of the role

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Person Specification

This section outlines the experience, knowledge, skills and abilities the job holder needs in order to fulfil the requirements of the post. Essential criteria are those which the job holder must have in order to do the job. Desirable criteria are those qualities that would be either useful, or an advantage or those which the jobholder can be trained to do.

Please use the 'additional information' section of the application form to evidence how you meet the essential criteria as well as how your practice reflects the I statements.

Education and Training	
Essential Criteria	Desirable Criteria
Willing to work towards BSL level one or comparable sign vocabulary	Management qualification or relevant degree
In addition to the above Deputies within an education setting require: Preparing to Teach in the Lifelong learning Sector (PTLLS) or Level 3 Award in Education & Training and Learning in schools; or Relevant professional teaching qualification;	Willing to work towards Level 5 Leadership and Management in Health & Social Care Diploma or equivalent; or Accredited Intervener course.
ICT literate and able to use MS Office and a range of databases	
Numeracy and literacy skills and able to develop those skills in others	
Achievements and Experience	
Essential Criteria	Desirable Criteria
Substantial experience of providing support and personal care	Experience of managing misconduct, grievances and performance issues
Experience of maintaining up to date and accurate records and report writing	Experience of successfully working within internal and external compliance frameworks
Experience of planning and delivering a range of learning activities or access to opportunities.	
Proven experience of taking a coordinating role in everyday activities when necessary	



Experience of supervising and line managing staff in accordance with policy and legislation	Experience of supporting others in planning, organising and delivering projects or specific plans of learning and support
Experience of dealing with difficult and challenging situations safely	Experience of receiving information following assessments, undertaking analysis and evaluation to effect change where needed.
Experience of advocating the best interests of individuals	
Skills & Abilities	
Essential	Desirable
A proven commitment and ability to work in accordance with the I statements in all dealings	
Able to communicate in a variety of methods	
Able to work effectively as part of a team	
Able to work autonomously on your own initiative with little direction	
A proven commitment to equality and diversity	
Ability to influence external stakeholders and promote Sense's unique offer to others.	

<p>The “I” statements detail essential behaviours that we value at Sense. “I” Statements apply to staff, trustees and people who use the services.</p> <p>Behaviours</p> <ul style="list-style-type: none"> • I will be honest and open • I will listen to others • I will respect others • I will participate and contribute • I will take informed risk • I will find things to celebrate • I will understand and respond • No decision about me without me
Frontline Leader Key Competencies



This job description aligns with the frontline leader key competencies, including the following examples:

It's all about you:

- You ensure the relevant learning needs of your team are met
- You reflect on your work and give and receive constructive feedback to enable team development.
- You demonstrate professional behaviour and establish boundaries between personal and professional responsibilities.

Working with others:

- You share your expertise and build relationships internally and externally to promote the best outcome for those you support.
- You model and encourage effective and respectful relationships within the team
- You show an understanding of people's motivations and actively engage with them.

Managing Service:

- You guide, direct and support others ensure that high quality service and outcomes are achieved
- You provide feedback that reinforces continuous improvement
- You work with the team to monitor what is working well and what can be improved

Improving Service:

- You empower staff to seek out opportunities for change and innovation based on the needs of others
- You act on feedback from staff and others

Setting Direction:

- You support your team to improve inefficient, unnecessary or unworkable practices.