***This template is to be used for grades NCC-I up to NCC-K inclusively**

Senior Post Title: Team Manager
Statutory Assessment and Identification
Grade: J

Job Purpose

To lead, manage and monitor the delivery of Children's Services for children and young people aged 0–25 years and their families. This includes oversight of all service functions, ensuring the achievement of performance indicators and targets, and providing management support.

To ensure effective joint working with statutory and voluntary agencies, promoting strong partnership arrangements and high standards of practice across the service. The post holder will provide day to day leadership and management to their team(s), building productive relationships with commissioners and partners while continually identifying opportunities for efficiencies and service improvement.

The Team Manager Statutory Assessment and Identification role is responsible for supporting the local authority in meeting its statutory duties under SEND legislation, ensuring that children and young people with special educational needs and disabilities (SEND) receive timely, lawful and appropriate assessment and support.

The role involves managing and contributing to the statutory Education, Health and Care (EHC) needs assessment process, including coordinating professional advice, engaging with families and education settings, and ensuring statutory timescales and procedural requirements are met. The postholder will support decision-making and intervention to secure appropriate provision that meets individual needs and promotes positive outcomes.

Working collaboratively with families, schools, health professionals and partner agencies, the postholder will contribute to early and effective intervention, promoting inclusive practice and ensuring that statutory processes are applied consistently, fairly and in accordance with the SEND Code of Practice and relevant legislation.

Service Leadership Expectations

As a service leader you will be expected to demonstrate our core behaviours, built around four central themes:

- **Leading People**: by building high performing teams, empowering and motivating others and being a role model for the organisation and its values.

- **Equality Diversity & Inclusion**: by creating a culture of respect and inclusivity in the services we provide and embedded within our workforce. Ensuring Equality, Diversity and Inclusion, are fully considered in all our decisions and we give due regard to advancing equality.

- **Change & Innovation**: by driving change and a culture of continuous improvement, exploring new and innovative ways to design and deliver our services.

- **Collaboration**: by working across boundaries, building relationships and creating joined up services to deliver the best outcomes for the people of our city.

Specific Duties

1. Actively promote and embed Equality, Diversity and Inclusion through all actions and in accordance with the organisation's EDI Strategy and objectives.

2. Ensure good financial management and assist in maintaining financial sustainability by adhering to the Council Financial Accountabilities Framework and Financial Regulations.

3. Contribute to our corporate responsibility in relation to climate change by taking action and limiting the carbon impact of activities within your role and championing this work

4. Deputise for Service Manager as required ensuring potential efficiencies are maximised and the service is delivered to ensure good value for public money. Contribute to the development of, and gain support for, the Council and Director Area's shared values, vision, policies, objectives and strategies.

5. Shape and influence an environment which enables excellent practice by setting high standards and motivating others to do the same. Provide a safe, calm and well-ordered environment for all staff, ensuring that processes are fit for purpose and efficient.

6. Contribute to and communicate the strategic vision for Children's and Education Services which inspires, motivates and encapsulates the organisation commitment to supporting families, protecting children and providing safe and stable childhoods for children in public care. Champion this vision and drive this with all staff so that it is applied to everyday practice. Continuously evaluate how best to keep the vision a reality and the team engaged with it.

7. Be accountable for the development and application of practice and policy. Facilitate constant reflective thinking about the welfare of families, the safety of children and the wellbeing of staff. Share practice, knowledge and expertise underpinned by theory and the best evidence.

8. Exercise budgetary responsibilities as delegated by Service Manager and produce projections to meet key financial timescales and minimise the use of agency staff and associated spend.

9. Reflect upon the confidence of practitioners and adapt management and leadership style according to the needs of individuals and the organisation. Protect practitioners from unnecessary bureaucratic or hierarchical pressures and have in place strategies to help manage the root causes of stress and anxiety. Continually energise and reaffirm commitment to support families and protect children.

10. Conduct annual appraisal of staff whom the post holder has responsibility for and ensure it is undertaken in accordance with Directorate policies. Strike a balance between

employing a managerial, task-focussed approach and an enabling, reflective leadership style to achieve efficient, day-to-day functioning

11. Recognise and commend hard work and excellent practice, build the confidence and competence of and the wider social work team to create a culture of challenge and support.

12. Lead the implementation of national and local Children's Services and Education reforms, ensuring that changes to policy, practice models and statutory guidance are understood, embedded and consistently applied across the locality. This includes ensuring that the service complies with the expectations and duties set out in Keeping Children Safe in Education.

13. Work collaboratively with partner agencies—including health, social care, housing, and the voluntary sector—to codesign and deliver reform activity, strengthening multiagency pathways and ensuring that children and families experience coordinated, outcome focused support.

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Numbers and grades of any staff supervised by the post holder:

All staff are expected to abide by the obligations set out in the Information Security Policy, IT Acceptable Use Policy and Code of Conduct in order to uphold Nottingham City Council standards in relation to the creation, management, storage and transmission of information. Information must be treated in confidence and only be used for the purposes for which it has been gathered and should not be shared except where authorised to do so. It must not be used for personal gain or benefit, nor should it be passed on to third parties who might use it in such a way All staff are expected to uphold the City Council obligations in relation to current legislation including the Data Protection Act and Freedom of Information Act.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.

Produced by: Claire Bale- Director of Education

Date: April 2026

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Person Specification:

Area of responsibility	REQUIREMENT	MEASUREMENT		
		A	AC	D
Vision, Strategy and Delivery	Experience as a service leader in a complex organisation, with experience of; - Delivering against outcomes and creating clear objectives - Creating a culture of continuous improvement - Commercially aware with strong analytical skills - Awareness of key issues in your market and for the city of Nottingham	✓	✓	
Leading People	Evidence of successfully leading teams, with experience of; - Motivating people and creating high performing services - Empowering others to take decisions - Successfully managing wellbeing and resilience - Ability to plan for the future, with effective workforce planning skills	✓	✓	
Change and Innovation	Able to lead service through change, with experience of - Evidence of leading change programmes, bringing others on the journey with you. - Identifying and delivering innovative service delivery models - Able to create a culture of continuous improvement	✓	✓	
Collaboration	A collaborative leader, with evidence of - successfully in partnership across different sectors and fostering / harnessing partnerships. - Able to develop a culture of collaboration. - Political acumen and able to develop productive relationships with senior figures within an organisation	✓	✓	
	A strong focus on ability and personal commitment to equality, diversity and inclusion, with evidence of:	✓	✓	

Equality, Diversity and Inclusion	- Delivery of inclusive services, understanding the challenges faced and how they can be overcome. - Evidence of developing people and services/teams recognise, respect and value individual needs to achieve a culture of inclusivity. - Demonstrating personal commitment to the equality, diversity and inclusion challenges faced by our workforce and Nottingham's people.			
Technical Skills and Knowledge	Evidence of Leadership and Management qualifications	✓	✓	✓
	Expert knowledge of SEND legislation and statutory frameworks, including the Children and Families Act 2014, SEND Regulations and the SEND Code of Practice (0–25), with the ability to apply this knowledge to complex decision-making, statutory assessments and Education, Health and Care processes.	✓	✓	
	In-depth understanding of statutory SEND assessment and identification processes, including EHC needs assessments, thresholds, timescales, evidence requirements and quality assurance, with the ability to manage risk, challenge poor practice and ensure legally compliant outcomes.	✓	✓	
	Strong knowledge of multi-agency SEND practice, including the roles and responsibilities of education settings, health and social care partners, and the ability to coordinate integrated assessments that reflect children and young people's needs, views and outcomes.	✓	✓	
	Professional curiosity	✓		
	Collaborative, able to work in partnership	✓		
	Full UK driving licence and access car insured for business use	✓		✓
	Relationship building skills, socially confident and adaptable	✓		
	Emotionally resilient	✓		
	Strong writing and reporting plus evaluative skills to and advanced level	✓	✓	
	Outcome focused with evidence of strong delivery in an education setting.	✓	✓	

	Evidence of the individual seeking out continual development opportunities, to include leadership and supervision.	✓		
	Ability to work outside normal office hours	✓		
	Ability and willingness to travel both inside and outside the council area as required	✓		
	In accordance with Part 7 of the Immigration Act 2016 (Fluency Duty), the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.	✓	✓	
	Take personal responsibility for contributing to organisational transformation and changes in ways of working, maximising the benefits and efficiencies for both internal and external customers, including the promotion and use of self–service to achieve maximum cost effectiveness	✓	✓	
	Undertake other duties within the general scope of the post.	✓		
	Demonstrates strong leadership in safeguarding practice by ensuring that all team members understand and comply with safeguarding principles and procedures relating to children and vulnerable adults. Able to identify and escalate potential signs of abuse or neglect and ensures appropriate action is taken in line with the Nottingham City Council Safeguarding Policy and the DfE's Keeping Children Safe in Education. Embeds a proactive safeguarding culture within the team by promoting professional curiosity, providing guidance, and ensuring that the welfare and protection of children and vulnerable adults are prioritised in all service delivery.	✓	✓	
Qualification requirement	A recognised qualification in Social Work, including Degree, PGDip, MA/MSc in Social Work, or the Diploma in Social Work (DipSW) or Qualified Teacher Status (QTS) or equivalent qualifications relevant for the role (such as National Professional Qualifications, NPQs)	✓		✓
Continued Professional Development (CPD)	Evidence of significant post-qualifying study and ongoing professional development relevant to statutory children's and education requirements, including leadership and practice development and monitoring	✓		✓

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A - Application	AC – Assessment Centre	D - Documentary Evidence