CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

JOB PROFILE

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| **DEPARTMENT: Health and Wellbeing** | **SERVICE GROUP: Public Health** | |
| **POST TITLE: Living Well Schools Lead** | **REPORTS TO: Living Well Schools Co-ordinator** | |
| **GRADE: SO1** | | **SAP POSITION NUMBER:** |

**The Code of Practice on the English language requirement for public sector workers, Part 7 of the Immigration Act 2016 requires that Councils ensure that all candidates applying for customer facing posts must be assessed in order to establish their fluency in English.**

**The criteria under special knowledge and experience on the job profile which is shown in this advert outlines what level of fluency you will be expected to demonstrate. Therefore, it is essential that you provide examples in your application.**

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

We are looking for experienced and motivated people with a passion for improving outcomes for children and young people to join our exciting Living Well Schools team. The successful applicants will work together in the Living Well Schools team which sits within the Children and Young People’s team in Public Health. The Public Health team is a friendly and hard-working team who are responsible for prevention of poor health, improving the quality of people’s lives, and reducing inequalities. The post holder will be required to work with school leaders and community settings across the district to support with the development of, and then to implement, a healthy schools framework. The aim of the healthy schools framework is to improve the physical and mental health and well-being of children and young people in the district.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section. The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation. **Both sets of competencies will be used at interview stage and will not be used for short listing.**

Equality, Diversity and Inclusion is at the heart of what we do as a Council and the people we support. We have a number of self-directed Staff Networks (Disability, LGBTQ+, Race Equality, Women’s Voice, Working Carers and Young Persons) which assist in providing a voice and support mechanism to colleagues, but we are always looking to further our ambition and commitment to achieving and supporting an inclusive workforce. One such example is enabling more direct ways of support amongst staff through the RESPECT Allyship Programme

RESPECT is the internal Equality Vision for all colleagues, committed to everyone feeling included, valued and being able to be their true selves at work, with the ambition of building a truly inclusive workforce. The RESPECT Allyship Programme offers the opportunity to all staff to learn about different aspects of equality and inclusion and provides additional benefits and resources to its members. An Ally is someone who will speak up for others and champion their corner when they need it most.

As a Bradford employee we actively encourage employees to attend as many training events as possible hosted by the RESPECT programme on matters of EDI in order to support, champion & educate themselves and any colleague who may belong to a different group or community.

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| **Key Purpose of Post:** | | |
| The post holder will contribute to improving the health and wellbeing of children within the Bradford city area, supporting a whole systems approach to reducing childhood obesity, improving the health and wellbeing of our children and young people and working to reduce inequalities.  Working at operational levels, they will deliver initiatives within the Living Well Schools umbrella, ensuring an evidence based approach which is responsive to the needs of local children, families and the school workforce.  The post holder will be required to work across the district as required but will be locality based. They will be embedded in the community and will be the key link for schools to match their needs jointly identified with the evidence based provision available.  The Living Well School leads will monitor progress and outcomes through a variety of data collection means, and contribute to the wider evaluation of the impact. | | |
| **Main Responsibilities of Post:** | | |
| * Transition previous RIC schools into Living Well Schools across Bradford City area to identify and understand how to best improve the health and wellbeing of children within the wider Public Health context. * Contribute to the continued development, implementation, delivery and monitoring of an enhanced Living Well Schools programme across the district. * Using a range of relevant evidence (including the Living Well Schools profiling tool) to support schools in implementing and embedding evidence based interventions/best practice/frameworks/innovation (both through the curriculum and outside of curriculum time). * Provide direct support to children and teachers in schools where appropriate (using evidence based interventions) in relation to physical activity, mental health, nutrition, and relationships, sex and health education based on priorities identified alongside the school. This support could be provided across the school day (learning and play), but also through extracurricular clubs and sessions that incorporate links with families and local communities. * Excellent written skills to develop service specifications, manage contracts, and develop and monitor KPIs * Be committed and driven to reducing inequalities with Bradford, focusing especially on enhancing outcomes for children and young people * Deliver CPD programmes for staff in schools to improve universal and targeted health in collaboration with head teachers /schools and in response to needs/view of children, young people and their families. * Use proactive methods to develop the engagement and participation of children and families, and child friendly strategies in all work. * Establish personal management and communication systems to ensure resourceful approaches and credibility with schools/settings/clusters and partners * To participate in and provide training and development activities as necessary to ensure up to date knowledge and skills. * Promote and facilitate joint working and collaboration across Bradford Council and between partner agencies and relevant programmes. * Ensure multi agency groups and networks across settings and sectors are actively utilised in programme development and delivery * Using information and deriving intelligence to inform priorities, focus and appropriate activities. * Maintain and upkeep the Living Well Schools website * Actively scope and quality assure providers to include within the Living Well Schools portfolio * Be flexible and adaptable and happy to work in a changing environment to ensure Living Well Schools adapts to feedback/school needs and emerging evidence * Participate in Personal Development Review (PDR), supervision and mandatory training in line with Council requirements and/or as part of formal requirements for continued registration with a recognised professional body * Keep up-to-date with developments in all priority areas for public health * To undertake other duties appropriate to the post, including line management duties where relevant, as required by the service lead / line manager. * Network with the local community resources including family hubs, wellbeing hubs, school networks, CAER programmes * Will take a lead in one area of Living Well Schools to work closely with the relevant partners and keep up to date on a strategic level, and communicate these to the rest of the Living Well School leads. * Maintain relationships with commissioned providers and monitor progress. | | |
| **Structure:**  Public Health Specialist  Living Well Schools  Co-ordinator  Living Well Schools Lead  Living Well Schools Lead  Living Well Schools Lead  Living Well Schools Lead  Living Well Schools Lead | | |
| **Special Knowledge Requirement: Will be used for shortlisting.** | | |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column**. | | |
|  | **Essential** | **Desirable** |
| Due to the Government’s Fluency in English for posts where employees speak directly to members of the public the post holder is required to meet the Advanced threshold level which will be applied where the post holder requires a greater level of sensitive interaction with the public.  You must be able to demonstrate that you can express yourself fluently and spontaneously (this will also be tested during the interview). | X |  |
| Knowledge of the NHS, local Government and schools | X |  |
| A broad understanding of social, economic, environmental and commercial determinants of health | X |  |
| Understanding of the need to use relevant evidence based interventions to improve health and tackle health inequalities | X |  |
| Knowledge and understanding of evidence based behaviour change approaches and interventions. | X |  |
| Knowledge of emotional wellbeing, physical activity and nutrition within the curriculum and impacts on children and young people | X |  |
| Understanding of classroom inequalities and the impacts on long term outcomes | X |  |
| Understanding of wider public health issues and outcomes impacting children and young people | X |  |
| Knowledge and experience with healthy school frameworks and whole systems approaches in school |  | X |
| Knowledge and experience of implementing, monitoring and evaluating impact of interventions |  | X |

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| **Relevant experience requirement: Will be used for shortlisting** |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the advanced threshold level outlined under Special Knowledge above. |
| Demonstrable experience of working in a relevant public health/health improvement role e.g. education, environment, public health, nursing, community/youth work |
| Experience of working with children and young people |
| Experience of training and developmental work with school staff |
| Experience of developing and delivering evidence based behaviour change interventions |
| **Relevant professional qualifications requirement: Will be used for shortlisting** |
| Degree relevant to Public health or evidence of equivalent qualifications |
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| **Core Employee competencies at manager level to be used at the interview stage.** |
| **Carries Out Performance Management –** covers the employees’ capacity to manage  their workload and carry out a number of specific tasks accurately and at a high standard. |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work. |
| **Undertakes Structured Problem Solving** **Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships. |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face. |

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| **Management Competencies: to be used at the interview stage.** | | |
| **Operates with Strategic Awareness** Our managerswork with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably. | | |
| **Practices Appropriate Leadership** Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do. | | |
| **Delivering Successful Performance** Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District’s vision & work to achieve Council’s values & agreed outcomes. | | |
| **Applying Project and Programme Management** Our manager’s work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning. | | |
| **Developing High Performing People and Teams** Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. | | |
| **Working Conditions:** | | |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | |
| **Special Conditions:** | | |
| You will be informed if there is a requirement for the post to have recruitment checks  such as DBS, Warner Process. | | |
| **Compiled by: NK**  **Date: 5.3.21**  **Amended by SM 27/09/22**  **Rosalind Bradshaw 26/7/23** | **Grade Assessment Date:05.03.21**  **27.7.23** | **Post Grade:SO1** |