

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Deputy Head of High Needs & SEND – Quarry Hill Directorate	
<b>Reports to:</b>		Principal - Quarry Hill Head of Inclusive Learning (High Needs)	
<b>Job Grade</b>	T5	<b>Department</b>	High Needs & SEND - Leeds City College

### ROLE SUMMARY:

As Deputy Head of High Needs & SEND, the post holder will hold operational leadership for all High Needs and SEND provision across the Quarry Hill Directorate. They will ensure the directorate fully implements the SEND Code of Practice and meets all legal and statutory requirements for High Needs & SEND students.

Based at Quarry Hill, they will lead all aspects of departmental delivery, fostering an outward-looking and collaborative culture. A core focus of this role is working in close partnership with colleagues across Leeds City College and the wider Luminate Education Group to align strategies, maintain consistency, and champion high-quality provision across the organisation.

They will drive and embed practices that deliver an outstanding experience for SEND students at Quarry Hill, ensuring that all directorate learners and apprentices with SEND receive a premium learning experience with outcomes comparable to, or exceeding, those of their peers.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Lead the development, delivery, and maintenance of outstanding High Needs & SEND provision at the Quarry Hill Directorate, prioritising the student experience and securing positive outcomes and successful transitions.
2. Work with the Quarry Hill Principal, Assistant Principals, Heads of Department, and directorate managers to fully embed the SEND agenda, fostering an inclusive, aspirational, and outstanding environment for students and staff.
3. Develop and lead directorate-specific strategies and projects—collaborating with external stakeholders—to secure excellent progression outcomes for Quarry Hill

SEND students, including preparation for adult life, supported internships, apprenticeships, further learning and higher education.

4. Ensure all relevant support for High Needs Learners at Quarry Hill is meticulously planned, delivered, and evidenced, enabling accurate funding claims to optimise directorate resource allocation.
5. Work collegiately with High Needs & SEND leaders across Leeds City College and the wider Luminare Education Group to ensure all directorate systems, processes, and legislative requirements are implemented to the highest group standards.
6. Ensure that Quarry Hill curriculum areas are fully equipped, trained, and supported to effectively teach and accommodate young people, adults, and apprentices with SEND or additional learning needs.
7. Provide direct line management to designated directorate staff and high-quality leadership to cross-functional teams through a matrix model.
8. Support the Directorate Leadership Team in the efficient management of Quarry Hill's High Needs budget, ensuring compliance with college financial regulations and the delivery of contribution targets.
9. Actively drive continuous improvement methodologies at Quarry Hill, leading directorate participation in self-assessment reports (SAR), quality audits, process reviews, and inspection preparation.
10. In collaboration with the central safeguarding team, ensure that Quarry Hill High Needs students are robustly safeguarded and that directorate staff are highly aware of the specific vulnerabilities of this cohort.
11. Support the Quarry Hill Directorate Leadership Team in fostering a positive, accountable, and high-performing staff culture that promotes professional autonomy within established frameworks.
12. Collaborate with the Director of Inclusive Provision & SEND and central Heads of Inclusive Learning to ensure that Quarry Hill's provision aligns with, contributes to, and benefits from research-led, innovative best practices across the Luminare Education Group.

## **CORE RESPONSIBILITIES:**

### **Students**

1. Motivate and inspire students to promote achievement and develop their skills to enable progression
2. Ensure the highest standard of quality advice, guidance and induction
3. Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
4. Ensure that learning support is effectively planned, using a student-led and person-centred approach, so that all aspects of the learner journey are effective and reviewed regularly.
5. Promote the benefits of technology and support students in its use
6. Contribute to the student success by ensuring regular review of student progress and learner/parent reporting take place.

### **Quality Improvement**

1. Promote excellence and continuously improve practice
2. Actively promoting continuous improvement, ensuring compliance with the Colleges quality assurance policy and procedures, including participation in curriculum and College self-assessment reports, inspection preparation, quality audits and observation of teaching
3. Ensure the effective management and supervision of educational visits and compliance with Health and Safety requirements
4. Network with Colleagues to promote good practice across the department, directorate, college and group
5. Support the transfer, and sharing of skills and knowledge to other team members through workshops or other Staff Development activities

### **Leadership and Management**

1. Provide effective and supportive leadership and management to maximise individual and team performance.
2. Undertake a full range of line management responsibilities including probationary reviews, appraisals, return to work interviews and performance management
3. Provide academic and professional support and guidance to staff within the department, ensuring that CPD is maintained by all staff
4. Help ensure effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations
5. Help ensure effective management of data collection and ensuring full staff compliance with Data Management procedures
6. Maintain appropriate Continuous Professional Development, including the attendance on all training events identified for you by your line manager, to ensure the highest standards of quality
7. Undertake mentoring with new staff within the department
8. Represent the college at local management groups to ensure the college contributes to meeting local priorities
9. Work collaboratively with voluntary and statutory agencies to provide a holistic supportive offer for students

10. Help identify creative funding solutions including alternative funding options to provide a relevant and cost-effective curriculum tailored to the diverse needs of students
11. Act as an observer to support the colleges observation of teaching and learning including the work of co-professionals in the classroom.

**GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote relational practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

**Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

**Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

**Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

**Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

**Passion**

*Encouraging all to have aspiration and passion in everything they do.*

**Creative**

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

<b>Job Title:</b>	Deputy Head of Department – Curriculum
<b>Department</b>	High Needs & SEND - Leeds City College

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
D	Q2. Level 5 teaching qualification. Deputy Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Professional level 4 qualification and/or degree.	A / C
E	Q4. Relevant recognised professional attainments.	A / C
D	Q5. Masters or other relevant Postgraduate Qualification.	A / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
D	EK1. Relevant up to date subject knowledge.	A / I
E	EK2. Thorough and up to date knowledge of Government policy in relation to SEND and education and skills, including its funding and curriculum / qualification reform	A / I / T
E	EK3. Expertise, knowledge and understanding of the Sector including High Needs Funding, Quality, Assurance and Statutory Processes	A / I / T
E	EK4. Proven experience managing and leading staff in an educational setting	A / I
E	EK5. Proven experience managing and utilising data to inform quality improvement, including planning, monitoring and reviewing.	A / I / T
D	EK6. Substantial teaching experience in FE	A / I
E	EK7. Experience of working positively with young people and adults	A / I
D	EK8. Experience of successful administration and management of financial budgets	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	<b>SK1 Communicating with others</b> Manages 'necessary' performance conversations with confidence.	I
E	<b>SK2. Working with others</b> Promotes initiatives that continually improve the student experience and all service provisions across the group.	I
E	<b>SK3. Developing and leading others</b> Fosters an inclusive working environment that promotes equality, fairness and respect.	A / I

E	<b>SK4. Business Acumen</b> Understands and effectively interprets own budget and financial plan	A / I
E	<b>SK5. Decision Making, Planning, Prioritisation</b> Has a solution focused, evidenced based approach to decision making.	A / I / T
E	<b>SK6. Personal Accountability and Inclusivity</b> Fosters a culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	A / I
E	<b>SK7. Future Proofing</b> Actively utilises LMI and technical data to ensure long term sustainable plans in place, to support organisational growth.	A / I
E	<b>SK8. Innovation and Engagement</b> Able to review current systems and develop a process for continued innovation and improvement.	A / I

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to relational practice approaches	I