

Job Description

Group Member:		Leeds City College	
Job Title:		SEND Team Leader	
Reports to:		Head of Department	
Job Grade	LEG D	Department	Animal Care and Land Management

CORE RESPONSIBILITIES:

1. Lead on effective transition plan for allocated students transition in and out of college
2. Line management and leadership of identified staff.
3. Support and supervision of specialist external staff e.g. VI, HI, SaLT, OH.
4. Have good knowledge and understanding of relevant data provided to campus management and attend meetings as and when required.
5. Deliver training as required.
6. Implement necessary support for all SEND students.
7. Achieve licence to consult.
8. Achieve licence to review.
9. Support curriculum to implement Quality First Teaching.
10. Develop knowledge of relevant funding streams.
11. Lead on parental engagement.
12. Delivery and facilitate individual and group visits.
13. Work with curriculum teams to ensure college is accessible for all.
14. Liaise with relevant teams to ensure that appropriate Exam Access Arrangements are in place for students on campus.

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 restorative 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

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Department	Animal Care and Land Management

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

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
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
E	Q2. Level 5 teaching qualification or relevant SEND / Learning Support related qualification or willingness to work towards.	A / C
D	Q3. Professional level 4 qualification and/or degree or willing to undertake study towards a related area.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Up to date knowledge and understanding of current government SEND legislation/guidance related to transition, education, social care and health	A / I
E	EK2. Extensive and proven experience of working with students who have high needs / SEND and the implementation of appropriate support strategies.	A / I / P
E	EK3. Successful and proven experience of managing, leading, mentoring, training and supporting staff whilst developing and maintaining professional relationships.	A / I
E	EK4. Relevant up to date knowledge and understanding of quality assurance frameworks, example - Ofsted, SEND Code of Practice.	A / I
E	EK5. Up to date knowledge and understanding of current safeguarding legislation. in relation to SEND / High Needs learners.	A / I
E	EK6. Have experience of demonstrating positive impact through data analysis and use of IT platforms.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1 Communicating and Working with others Ability to effectively communicate with a wide range of stakeholders (students, parents, other professional)	A / I
E	SC2. Personal Accountability and Inclusivity – Fosters a positive culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	A / I
E	SC3. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty	A / I
E	SC4. Data and Accuracy Effectively use data to drive accuracy for compliance and maximise funding streams.	A / I / MT

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
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 restorative practice approaches	I