Luminate
EDUCATION GROUP

Job Description

Organisation:	Leeds City College
Primary Organisation Supported *(only use this field for LEG service member of staff)*	N/A
Core Job Role:	SEND Training and Development Coordinator
Job Title:	SEND Training and Development Coordinator
Reports to:	SEND and Inclusion Specialist
Grade	SO1
Date of compilation:	June 2023

ROLE SUMMARY:

Leeds City College is the main education provider for post-16 students within the Leeds City region. This role requires an experienced professional to lead on the procurement, development and delivery of all SEND related training across the organisation. You will be an operational point of contact with curriculum links as well as external organisations and stakeholders. The SEND Training and Development Coordinator will bring passion and commitment to the role and make a contribution towards developing inclusive practices and positive outcomes for disadvantaged and vulnerable students with SEND. This role will include a specific focus on the review, development and coordination of SEND related training throughout the group alongside facilitating opportunities to share good practice and embed consistent quality assurance processes throughout the group.

CORE RESPONSIBILITIES:

1. Coordinate group wide training for staff on all aspects of SEND, sourcing and delivering training, and liaising with curriculum departments throughout the group.

2. Develop strong and effective relationships with Curriculum links and members of the central SEND team to share and develop good practice throughout the group, including the promotion of Quality First Teaching (QFT).

3. Work with the Deputy Head of SEND, SEND & Inclusion Specialist and EHC Plan Quality Assurance and Compliance Lead to ensure all staff are aware of their statutory responsibilities in line with current legislation and local policies and procedures.

4. Instigate, develop and facilitate cross group SEND related work streams and projects working with leaders and engaging staff and external stakeholders.

5. Support with the quality assurance of SEND policies and procedures throughout the group, supporting to develop action plans and monitoring achievement towards these.

6. Work in collaboration with the iLearn team and Advanced Practitioners in residence.

DEPARTMENTAL RESPONSIBILITIES

7. Support the central SEND team to fully embed the SEND agenda, in order to provide an outstanding, inclusive and aspirational experience for students and staff.

8. Engage all group members with SEND policy and practice to identify actions and interventions which contribute to developing practice, whilst monitoring the delivery of these and supporting the impact evaluation process. Proactively share best and emerging practice across all settings.

9. Work with human resources and organisational development teams to monitor compliance with mandatory SEND training for all teaching and delivery staff.

10. Develop, implement and monitor a group wide annual training offer on a range of SEND topics and contribution to the evaluation, review, design and delivery of SEND related training.

11. Maintain current online training resources ensuring they are updated annually to reflect any changes to statutory guidance and internal policies and procedures.

12. Support team efforts regarding staff SEND & Inclusion forums and networks to promote, share and further embed good practice throughout the group involving external stakeholders to input as appropriate.

13. Represent the SEND team and Luminate Education Group internally and externally as required.

14. Analysing data to inform any specific intervention required in terms of any patterns of concerns that could be addressed/supported through additional training.

15. Develop content for SEND updates for staff and present opinion pieces and analysis which encourage discussion and debate, to help inform future practice.

    Proactively engage with relevant stakeholders through different communication channels on all aspects of SEND, informing them of current themes and any emerging trends.

16. Seek out opportunities to bid for and secure external funding in relation to all aspects of the SEND agenda.

17. Lead and contribute to team meetings, planning days and other directorate and staff events through the group.

18. Maintain up to date knowledge and training around all aspects of SEND including accessing opportunities for train the trainer courses in relevant topics.

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 our Organisational Culture:

Few rules & clear boundaries
The ability to be creative, within areas of focus.

Ownership & performance
Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment
Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective
Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition
Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive
Proactively seeking opportunities to create synergies and positive outcomes for all.

Job Title:	SEND Training and Development Coordinator
Department	SEND

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**
D	Q1. Degree or equivalent higher level qualification.	A
E	Q2. Appropriate professional qualification or portfolio demonstrating significant experience of training coordination and delivery within a SEND context.	A
E	Q3. English and Maths at Level 2 or above	A
D	Q4. Level 5 teaching qualification or relevant CIPD/professional qualification, or willingness to work towards.	A
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 and education.	A / I
E	EK2. Extensive experience of planning, coordinating, delivering and evaluating training.	A / I
E	EK3. Thorough and up to date knowledge of Government policy in relation to education and training, including its funding and curriculum / qualification reform and its impact for learners with SEND.	A / I
E	EK4. Experience and knowledge of leading multiple workstreams in a complex organisational environment to deliver within tight and changing requirements and deadlines.	A / I
E	EK5. In depth knowledge and understanding of the full range of SEND issues in education and the society at large.	A / I
E	EK6. Experience of communicating and promoting collaboration in complex organisations.	A / I
E	EK7. Experience of engaging and influencing others to achieve improved outcomes.	A / I
E	EK8. Experience of developing and leading use of digital communications using creative and innovative approaches to ensure key messages and information are easily accessible.	A / I
E	EK9. Relevant up to date knowledge and understanding of quality assurance frameworks, (Ofsted, SEND Code of Practice)	A / I

Skills and Competencies		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	SC1. Ability to effectively communicate with a wide range of stakeholders (staff, students, parents, other professionals)	A / I
E	SC2. Ability to establish and lead effective working relationships, within and across teams in a range of settings.	A / I
E	SC3. Ability to sensitively question and challenge established procedures and policies to deliver the best possible outcome.	I
E	SC4. Strong time management, ability to work under pressure and to deadlines	A / I
E	SC5. Initiative, self-motivation and the ability to persuade, influence and motivate others.	I
E	SC6. A willingness to work flexibly both independently and as part of a team.	I
E	SC7. Competence to analyse and interpret data, producing reports on progress against outcomes.	A / I
E	SC8. Fosters a positive culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	I
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