

Job Description

Group Member:		Luminate Group Services	
Job Title:		Deputy Head of Inclusive Learning (SEND)	
Reports to:		Head of Inclusive Learning (SEND)	
Job Grade	T5	Department	Inclusive Learning (SEND)

ROLE SUMMARY:

The Deputy Head of Inclusive Learning (SEND) is a dual-function leadership role designed to support the management of the central SEND team while helping lead the broader SEND agenda across Luminate Education Group.

Working alongside the Head of Inclusive Learning (SEND), the post-holder will support full alignment and statutory compliance with the SEND Code of Practice. The post-holder will act as a collaborative key player in rolling out SEND reforms across Luminate Education group ensuring positive engagement and building outward-looking partnerships across cross-college teams.

Passionate about educational equity, the Deputy Head of Inclusive Learning (SEND) will promote high-impact inclusive practices to ensure SEND, high-needs, and other vulnerable learners receive an outstanding, high-quality education with outcomes comparable to their peers.

SPECIFIC ROLE RESPONSIBILITIES:

1. Develop, deliver and maintain an outstanding service and provision within the SEND department, prioritising the student experience and delivering positive outcomes and transitions for students.
2. Champion inclusive pedagogy by designing, developing and delivering comprehensive group-wide CPD offer, equipping curriculum staff with the skills for meeting the needs of increasingly complex learners, ensuring a clear focus on adaptive teaching and the graduated approach as core strategies.
3. Develop and lead strategies and projects, including work with external stakeholders to support outstanding outcomes for SEND students, including how to prepare for adulthood, supported internships, apprenticeships, traineeships, work and further learning.
4. Drive the SEND agenda and support the implementation of the SEND reforms across the college, supporting leaders to embed research-led, inclusive practices.

5. Support outstanding SEND provision by acting as a central advisor; empower curriculum teams to remove barriers and meet the diverse needs of SEND learners, without directly managing delivery staff.
6. Take responsibility for the oversight, rigorous administration and compliance of RARPA, ensuring robust quality assurance, monitoring and compliance processes are established.
7. Provide direct line management to designated staff, and leadership to others through a matrix model.
8. Support the Head of Department in the effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations, to ensure the Department is efficiently run and delivers its financial contribution targets.
9. Support the Head of Inclusive Learning (SEND) in all aspects of leadership of the department and cross college functions of the team, including driving forward a positive culture within the team, promoting responsibility and autonomy within the appropriate frameworks.
10. Support the Director and Deputy Directors of Inclusive Provision to ensure that provision across the group is innovatively developed, research-led and based on best practice.

CORE RESPONSIBILITIES:

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 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 of new staff within the department.

8. Represent the college at local management groups to ensure the college contributes to meeting local priorities.

Inclusive Learning

1. Empower curriculum teams to remove barriers and meet the diverse needs of SEND learners by providing the highest standard of quality advice, guidance and CPD opportunities.
2. Support and advise curriculum teams to enable them to plan a creative and effective curriculum which meets industry/sector needs through the delivery of blended learning, including the use of assistive technology ensuring individual student needs are supported in their learning journey.
3. Ensure students integrate well into college life, they have a voice and are aware of networks they can participate in. Facilitate and support the input of student voice opportunities and actively seek projects and support to ensure students enjoy their time in college and gain valuable life skills.
4. Work collaboratively with other central services including the safeguarding team and TLA to ensure that student retention, success, value added/distance travelled and progression rates for SEND learners exceed national average.
5. Create an inclusive culture, which recognises and ensures proactive responses to support the vulnerabilities and risks which affect some students. Liaise with Student Life services including safeguarding, student experience and mental health and wellbeing to ensure effective support and smooth transition into college and onward to future destinations.
6. Proactively engage in cross college/group project work, aligned with strategic and innovative projects that enhance the student and staff experience which may also raise the profile of the organisation.
7. Actively promote continuous improvement methodologies, including participation in curriculum and College self-assessment reports, inspection preparation, quality audits and process reviews

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

Job Title:	Deputy Head of Inclusive Learning (SEND)
Department	Inclusive Learning (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
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 willingness to work towards. Deputy Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Relevant professional level 4 qualification and/or degree.	A / C
E	Q4. Relevant recognised professional attainments relating to SEND.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. 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 / P
E	EK2. Expertise, knowledge and understanding of the Sector	A / I / P
E	EK3. Proven experience managing and leading staff in an educational setting	A / I
E	EK4. Proven experience managing and utilising data to inform quality improvement, including planning, monitoring and reviewing	A / I
E	EK5. Experience of working positively with young people and adults	A / I
E	EK6. Proven experience planning and implementing effective systems and processes and working with data	A / I
E	EK7. Experience of teaching and/or planning and delivering training	A / I
E	EK8. Experience of bringing about culture change within a team	A / I
D	EK9. Experience of working in a matrix management system or cross-college role, using influence to drive change	A/I
D	EK10. Experience of successful administration and management of financial budgets	A/I
D	EK11. Demonstrable experience of overseeing the effective administration and compliance of RARPA requirements	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SK1 Communicating with others Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing. Manages 'necessary' performance conversations with confidence.	A / I
E	SK2. Working with others Promotes initiatives that continually improve the student experience and all service provisions across the group.	A / I
E	SK3. Developing and leading others Fosters an inclusive working environment that promotes equality, fairness and respect.	A / I
E	SC4. Organisational and Education sector knowledge. Effective knowledge of the organisation and an appreciation of the wider educational issues.	A / I
E	SC5. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC6. Critical thinking Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	SC8. Initiative and innovation Able to review current systems and develop a process for continued innovation and improvement.	A / I
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	SC11. Emotional Intelligence Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / 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