

Job Description

Group Member:		Leeds City College	
Job Title:		Operations Lead (High Needs)	
Reports to:		Deputy Head of High Needs	
Job Grade	LEG D	Department	Inclusive Provision - High Needs

ROLE SUMMARY:

As an Operations Lead (High Needs), you will drive the day-to-day success, compliance, and funding integrity of our department for Inclusive Learning (High Needs).

In this key leadership role, you will line-manage a central Operations team and directly support the Head and Deputy Head of Inclusive Learning (High Needs). You will bridge the gap between strategic data management and practical delivery.

Your daily work will involve tracking critical compliance deadlines (such as EHCP reviews), conducting audits, and ensuring all student support data is accurate and up-to-date.

This is a highly collaborative role, where you will empower campus teams through expert system training and clear operating procedures. Ultimately, you will ensure our staff have the exact tools, information, and support they need to deliver positive outcomes for all High Needs, SEND and vulnerable students across the group

SPECIFIC ROLE RESPONSIBILITIES:

1. Support the Head and Deputy Head of Inclusive Learning (High Needs) with the overarching operational leadership of the department, taking direct ownership of and driving key specified themes and initiatives around High Needs provision group-wide.
2. Lead and directly line manage a small but highly effective team within the High Needs and/or SEND department, in line with Group expectations for line managers.
3. Provide expert training, troubleshooting, and guidance to staff on essential internal platforms, including ProMonitor, ProSolution, and Navigate.
4. Deliver agile, ad-hoc system support and bespoke training modules across the group linked to the implementation and quality assurance of the Navigate platform.
5. Provide flexible, high-level cross-cover for alternative High Needs team roles during periods of staff absence to ensure uninterrupted operational delivery.
6. Conduct regular, hands-on campus visits across the group to support, advise, and align localised teams.
7. Develop a strong understanding of SEND legislation and its impact across the Local Offer, schools/SILCs, colleges, and employer settings.
8. Build and maintain expertise in relevant funding streams.

9. Collaborate with the admissions team to provide clear information and support for student transitions both into and out of the college.
10. Prepare and deliver training sessions as required.
11. Maintain regular, effective communication with parents, families, and key stakeholders.
12. Work alongside campus teams to ensure the college environment and services are accessible to everyone.

HIGH NEEDS SPECIFIC ROLE RESPONSIBILITIES:

13. Collate, share and audit essential compliance data packs (including risk assessments, medical plans, support plans, and PEEPs) generated for High Needs Team Leads (HNTLs) and Managers across all Group colleges and campuses.
14. Manage tracking mechanisms to ensure specialist support items remain fully compliant, providing timely prompts and intervention alerts to High Needs Managers and Team Leads ahead of non-compliance thresholds.
15. Maintain rigorous operational standards for specialist support documentation, ensuring all mandatory fields are completed in the correct formats and stored securely within designated repositories.
16. Monitor Education, Health and Care Plan (EHCP) review dates via tracking systems to ensure group-wide adherence to statutory deadlines and legal obligations, escalating areas of concern directly to High Needs Managers.
17. Facilitate and contribute to weekly Data Pack meetings with High Needs Managers, evaluating critical operational metrics including admissions, provision maps, attendance, student withdrawals, EHCP compliance, and specialist support items.
18. Execute daily and weekly data retrieval protocols to extract performance indicators, student metrics, and caseload details required for management reporting and local authority compliance.
19. Continuously update and manage information trackers to reflect real-time allocations, active Specialist Support items, and pending reviews.
20. Audit campus caseload trackers across all High Needs teams, identifying data anomalies or compliance risks and alerting High Needs Managers and the Head / Deputy Head of department to ensure rapid remediation.
21. Manage the EHCP status verification process, generating check sheets to identify students claiming EHCP status without a recorded consultation, and providing actionable reports to the departmental administration team.
22. Regularly review and revise operational workflows to ensure total alignment with the legal duties governing High Needs funding, authoring formal Standard Operating Procedures (SOPs) for existing processes.
23. Assist High Needs Team Leads and Managers with navigating external Local Authority systems, including setting up EHCP Review Folders, advising on Track Changes documentation, and managing submissions via online local authority portals.
24. Support, as necessary, group-wide timetabling for Learning Support Assistants (LSAs); perform continuous deep dives into planned and projected support data to proactively identify, track, and resolve unmet learner needs.

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

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Department	Inclusive Provision - High Needs

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 / P
E	EK2. Thorough and up to date Knowledge of Government policy in relation to education and training, including its funding and curriculum / qualification reform	A / I
E	EK3. Extensive and proven experience of working with students who have High needs / SEND.	A / I / P
E	EK4. Successful and proven experience of managing, leading, and supporting staff whilst developing and maintaining professional relationships.	A / I
E	EK5. Relevant up to date knowledge and understanding of quality assurance frameworks, example - Ofsted, SEND Code of Practice	A / I / T
E	EK6. Up to date knowledge and understanding of current safeguarding legislation. in relation to SEND / High Needs learners.	A / I
E	EK7. 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	SK1 Communicating and Working with others Ability to effectively communicate with a wide range of stakeholders (students, parents, other professional)	A / I

E	SK2. Decision Making, Planning, Prioritisation Has a solution focused, evidenced based approach to decision making.	A / I / T
E	SK3. 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	SC4. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty	A / I
E	SC5. Data and Accuracy Effectively check and monitor data to ensure high levels of accuracy to be compliant and maximise funding streams.	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 relational practice approaches	I