

Group Member:		Harrogate College	
Job Title:		SEND Team Leader	
Reports to:		SEND and High Needs Support Manager	
Job Grade	LEG C	Department	SEND and High Needs

ROLE SUMMARY:

This role requires an experienced SEND professional to lead on the support of students with Educational Health Care Plans and SEND needs across a specific part of the curriculum school at Harrogate College. You will be an operational main point of contact with parents and teaching staff, contribute towards positive outcomes for disadvantaged and vulnerable students, and line manage part of highly effective team within the SEND department, alongside the SEND and High Needs Support Manager and your counterpart in the other curriculum school.

CORE RESPONSIBILITIES:

1. To be the key contact within college for a caseload of high needs and SEND students belonging to your designated curriculum school.
2. To act as the principal liaison for parents/carers for said caseload of identified high needs and SEND students.
3. To work with external agency representatives such as social workers, youth offending team workers, mental health workers and family support workers to promote and holistic approach to meeting student needs.
4. To promote the inclusion and acceptance of all students, assisting with mediation between students and staff, in line with college restorative practices.
5. To ensure teaching staff are aware of the needs of your student caseload and offer advice on how to best support them.
6. To help students develop resilience and independence, both in learning and in forming positive relationships with peers and staff.
7. To closely monitor attendance of your student caseload and follow up immediate absence with students and parents.

8. To provide weekly update on progress of your student caseload and to feed into Annual Reviews, school reviews and parent meetings as needed.
9. Lead on effective transition in and out of college.
10. Support/line management and supervision of staff.
11. Liaise with relevant teams to ensure that appropriate Exam Access Arrangements are in place for your 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 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

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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 & mathematics qualification at L2 with a commitment to achieving within 2 years of appointment if not already achieved.	A / C
E	Q2. Relevant SEND/Learning Support related qualification at Level 2 or willingness to work towards.	A / C
D	Q3. Professional SEND/Learning Support related qualification at Level 3 or willingness to work towards.	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. Thorough and up to date knowledge of High Needs Funding in Further Education.	A / I
E	EK3. Extensive and proven experience of working with students with an EHCP and implementation of appropriate support strategies.	A / I
E	EK4. Successful experience of mentoring, training and supporting staff whilst developing and maintaining professional relationships.	A / I
E	EK5. Understanding of the Equality Act (2010) and the SEND Code of Practice (2015)	I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SK1. Good organisational skills and ability to prioritise work to meet deadlines, using own initiative.	A / I
E	SK2. Ability to relate to, support and work with, individuals of all ages and abilities.	A / I
E	SK3. Ability to innovate and enthuse learners to succeed in learning	A / I
E	SK4. Excellent interpersonal skills and the ability to communicate effectively with a range of stakeholders, including students, college staff, parents and employers.	A / I
E	SK5. Ability to identify and report on barriers to learning and liaise with colleagues to support strategies for improvement.	A / I
E	SK6. Ability to effectively utilise coaching and mentoring skills.	A / I
E	SK7. Understanding of the structure of EHCPs and how to assess progress towards outcomes	A / I
E	SK8. Ability to work flexibly and effectively as a member of a team	A / I
E	SK9. Able to establish rapport and to maintain professional boundaries	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