

Organisation:	Luminate Education Group
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	Leeds City College
Core Job Role:	SEND Manager
Job Title:	SEND Manager
Reports to:	Head of SEND
Grade	LM1 (F)
Date of compilation:	April 2022

ROLE SUMMARY:

Leeds City College is the main education provider for post-16 students within the Leeds City region. This role requires an experienced SEND professional to lead on all aspects of SEND and ALS across a specific campus or set of departments. You will lead and manage a highly effective team of SEND professionals, working closely with other managers within the campus, providing expertise and training in all aspects of SEND, ensuring that finance and quality targets are met, and that the student experience is outstanding.

SPECIFIC ROLE RESPONSIBILITIES:

1. To lead and manage a team of SEND professionals, ensuring that the needs of all students with SEND within the campus / directorate are met.
2. Be the main SEND point of contact for the campus / directorate for external and internal partners.
3. Work with campus and department managers to ensure that all aspects of the student experience are accessible to the students and their parents/carers.
4. Ensure that effective transition arrangements are in place for new and prospective students, and that curriculum teams have the necessary support information in a timely manner.
5. Ensure that students have the necessary resources to make informed choices about their next steps after college and support with this transition.
6. Ensure that student outcomes are monitored and met.

7. Develop knowledge and understanding of SEND legislation and how these impact on the local offer, school/SILC, College and employer contexts.
8. To advocate on behalf of students in any college disciplinary, complaints or appeals processes where appropriate.
9. Working with the Head of SEND, ensure that funding is claimed and utilised to provide the necessary support.
10. Ensure that risk assessments and support plans that include triggers and strategies for managing behaviour and learning are in place in a timely manner for EHCP students.
11. Ensure that Exam Access Arrangements are applied for on behalf of students who need them, and that processes are followed.
12. Contribute to the departmental objectives and targets, support with information for Performance Reviews and Business Planning, and implement effective processes within the team.
13. Ensure that statutory duties are met, such as timely consultations and annual reviews, to the required standard of the Local Authorities.
14. Deliver training as required.
15. Achieve licence to consult.
16. Achieve licence to review.
17. Support curriculum to implement Quality First Teaching.
18. Quality assure support delivered to students.
19. Utilise data to ensure that targeted interventions are provided.
20. Maintain accurate records on ProSolution of students with SEND and/or High Needs.
21. Work collegiately with other SEND Managers and leaders across the FE Colleges to ensure consistency of practice.
22. Support the safeguarding of learners.

CORE RESPONSIBILITIES:

1. Take leadership within the department of the EDI and SEND strategies, acting as one of the departments EDI champions, or nominating a suitable team member.

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.

Person Specification

Job Title:	SEND Manager
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
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 SEND / Learning Support related qualification or willingness to work towards.	A / C
E	Q3. Professional level 4 qualification and/or degree	A / C
E	Q4. National SENDCO Award (or equivalent), or to achieve within 2 years of appointment	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	A / I / P

	legislation/guidance related to transition, education, social care and health.	
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 or apprentices who have high needs / SEND and the implementation of appropriate support strategies.	A / I / P
E	EK4. Successful and proven experience of managing, leading, mentoring, training 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 and apprentices.	A / I
E	EK7. 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, employers, other professionals)	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	A / I

	Fosters a positive culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	
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 use data to drive accuracy for compliance 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 restorative practice approaches	I