

Group Member:		Leeds City College	
Job Title:		14–16 SEND Lead Practitioner	
Reports to:		Deputy Head of Department	
Job Grade	LEG D	Department	14–16 Skills Programme

ROLE SUMMARY:

This role requires an experienced SEND professional to lead on the placement and support of students with Educational Health Care Plans, SEND and needs primarily in the 14-16 Skills Programme, and if required, the 14+ Academies. You will be an operational main point of contact with parents and curriculum staff, contribute towards positive outcomes for disadvantaged and vulnerable students. In the future, there may be scope to manage a team of other professionals.

The 14–16 Skills Programme is a safe and inclusive environment that is accepting of everyone. The design and ethos of the provision allow young people to flourish with smaller class sizes, a reduced curriculum, and focus on vocational based learning. The 14–16 Skills Programme provides opportunities to young people to maximise their potential, raise aspirations and embrace their individuality. Relationship building is at the heart of its ethos, and a high staff to student ratio allows learners to thrive and develop holistically.

SPECIFIC ROLE RESPONSIBILITIES:

1. Develop knowledge and understanding of SEND legislation and how this impacts on the local offer, school/SILC/College and employer contexts.
2. Support with the annual review process of EHCPs by chairing meetings and completing paperwork that meets the Local Authority standards and within statutory timelines.
3. Complete the college's quality assurance training programme for conducting annual reviews of EHCPs - 'The Licence To Review'.
4. Ensure delivery of support in line with assessed needs and funding for all High Needs Learners.
5. Support with evidence for funding claims for 14–16 provision.

CORE RESPONSIBILITIES:

1. Lead on effective transition planning for allocated students transitioning in and out of college, including working with other departments to support students transition into further education or training.
2. Line management and leadership of identified staff.
3. Support and supervision of specialist external staff e.g. VI, HI, SaLT, OH.
4. Have good knowledge and understanding of relevant SEND data provided to campus management and attend meetings as and when required.
5. Achieve Licence to Review.
6. Support curriculum to implement Quality First Teaching.
7. Develop knowledge of relevant funding streams.
8. Work with curriculum teams to ensure college is accessible and inclusive for all.
9. Liaise with relevant teams to ensure that appropriate Exam Access Arrangements are in place for students on campus.
10. Work hard to develop effective relationships with learners in a variety of ways including role modelling mutual respect and high aspirations. Motivate and inspire learners to always try their best and show respect.
11. Lead and foster effective relationships with other key stakeholders including learners' parents/carers and other internal and external professionals.
12. Put in place interventions for whole groups or individual learners to help and support learners both academically and developmentally.
13. To work within the 14-16 Skills Programme ethos and culture as well as using relevant tools and concepts for working with SEND learners.
14. Update, reflect and maintain the 14-16 Skills Programme tracking systems continuously, allowing you to recognise the need for interventions and subsequently putting them in place.
15. Assist other 14-16 Skills Programme staff members by continuously working to improve or maintain high levels of attendance and assist in putting interventions in place when required.
16. Be inventive, determined and persistent when implementing student focussed interventions in order to help progress learners in meeting and/or exceeding targets.
17. To performance manage robustly all identified staff so that ambitious targets are met and performance is of a high standard.
18. To assist the 14-16 Skills Programme SLT with recruitment activities including open events, assessment days and taster days.
19. Assisting with the development of appropriate resources to support learning.
20. Manage the learner cohort in relation to SEND, High Needs and EAA.
21. Supervise the 14-16 Skills Programme duties where required, which may include breakfast club, breaks, lunches or after school sessions.
22. Attend meetings and undertake exam invigilation duties when required.
23. Plan, participate in and support educational visits and outings to enhance the learner experience.
24. To complete all administrative tasks in a timely and accurate manner meeting deadlines when set.
25. Take part in the 14-16 Skills Programme Staff Development Programme including attending training days and twilights.

- 26. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.
- 27. Any other suitable and appropriate duties as determined by the line manager.

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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Department	14–16 Skills Programme

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	A / I

	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 who have high needs / SEND and the implementation of appropriate support strategies.	A / I
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.	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	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