

Group Member:		Luminate Education Group	
Job Title:		High Needs Operations Co-ordinator	
Reports to:		High Needs Operations Lead/ Senior High Needs Operations Lead	
Job Grade	C	Department	Inclusive Learning (High Needs)

ROLE SUMMARY:

As the Operations Co-ordinator, you will play an essential role in ensuring the effective and compliant delivery of High Needs provision across Luminate Education Group.

Working closely with the High Needs Operations Leads, you will maintain key operational systems, monitor compliance requirements, coordinate essential documentation and produce accurate operational data that facilitates allocation of funding, resources and support across the group.

The role requires excellent organisational skills, attention to detail and the ability to work collaboratively with curriculum teams, support staff, managers and external stakeholders. You will be a key point of contact for operational queries and will contribute to the continuous improvement of systems, processes and learner support services.

This is an excellent opportunity for an individual with experience in SEND and High Needs provision, learner support, education administration or compliance who is passionate about improving outcomes for learners and ensuring high-quality operational delivery.

SPECIFIC ROLE RESPONSIBILITIES:

1. Support the Head, Deputy Head and Operations Leads with the effective operational delivery of High Needs provision across Luminate Education Group, coordinating key processes, monitoring compliance data and contributing to the implementation of departmental priorities and initiatives.
2. Support the Operations Leads and wider department with the co-ordination of operational activities, contributing to the effective delivery of services and departmental objectives.
3. Provide relevant and timely information and data to colleagues within different areas of Luminate Education Group, demonstrating effective communication and knowledge sharing, whilst helping to ensure consistent adherence to departmental processes and statutory compliance.

CORE RESPONSIBILITIES:

1. Gather and monitor relevant data to support quality assurance, planning, and continuous improvement of the department's services.
2. Identify emerging issues or concerns from data monitoring, referring to the Operations Leads for guidance and resolution.
3. Provide first-line support and guidance to staff in the use of key internal systems, including ProMonitor, ProSolution and Navigate, assisting with troubleshooting, system queries and the delivery of training and user guidance materials.
4. Undertake regular visits to campuses across the group to provide operational support, share information, and promote consistency in High Needs processes and compliance.
5. Develop a working knowledge of SEND legislation, guidance and best practice, and understand its application across educational, social care and employment settings.
6. Develop a working knowledge of SEND funding streams, assisting the Operations Leads to gather and maintain related information and guidance records and training for sharing with colleagues across the group.
7. Act as a point of contact for Luminate Education Group colleagues and external stakeholders, providing timely information, responding to queries, and escalating issues where appropriate.
8. Support the implementation of college policies and procedures relating to student support, accessibility, and inclusion.
9. Provide flexible cross-cover for alternative High Needs roles during periods of staff absence to ensure uninterrupted operational delivery.

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 Learning (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.	A / C
E	Q3. Level 3 relevant SEND qualification, or willingness to work towards.	A / I / C
E	Q3. Level 3 relevant professional qualification (i.e. data management/ business administration), or willingness to work towards.	A / I / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Secure, up-to-date knowledge and understanding of current Government legislation and guidance relating to SEND/ High Needs learners.	A / I
E	EK2. Proven experience of working to support the statutory processes around High Needs learners.	A / I

E	EK3. Relevant, up-to-date knowledge and understanding of educational quality assurance frameworks (e.g. Ofsted, SEND Code of Practice)	A / I
E	EK4. Secure, up-to-date knowledge and understanding of current safeguarding legislation and guidance relating to High Needs learners.	A / I
E	EK5. Have experience of demonstrating positive impact through the effective use of IT platforms and systems used for processing learner information and data.	A / I
E	EK6. Have experience of demonstrating positive impact through the effective use of data management and processing.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Communicating and Working with others Effectively communicates with a wide range of colleagues and external stakeholders (i.e. Local Authority staff members).	A / I
E	SC2. Decision Making, Planning, Prioritisation Has a solution-focused, evidenced-based approach to decision-making.	A / I
E	SC3. Personal Accountability and Inclusivity Adapts to constructive feedback, 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 changes, to be flexible, and to support Operations Leads with handling unforeseen issues.	A / I
E	SC5. Data and Accuracy Effectively monitors collected data to ensure high levels of accuracy, reporting any identified issues to Operations Leads.	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