

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		SEND Leader	
<b>Reports to:</b>		Deputy Head of Department	
<b>Job Grade</b>	T4	<b>Department</b>	14+ Academies

### ROLE SUMMARY:

The SEND Leader is responsible for leading and coordinating the provision for learners with Special Educational Needs and Disabilities (SEND) across the 14+ Academies. The role ensures compliance with SEND legislation and statutory processes, including the implementation and review of Education, Health and Care Plans, SEND Support Plans and Exam Access Arrangements.

Working collaboratively with staff, parents/carers, local authorities and external agencies, the SEND Leader ensures that learners receive appropriate support to achieve positive educational and personal outcomes. The role also provides leadership and guidance to staff to promote inclusive practice and the continuous development of SEND provision across the 14+ Academies.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Lead and coordinate SEND provision across the 14+ Academies, ensuring that learners with Special Educational Needs and Disabilities receive high-quality, inclusive support that enables them to achieve positive educational and personal outcomes.
2. Ensure full compliance with SEND legislation and statutory requirements, including the effective implementation, monitoring and review of Education, Health and Care Plans (EHCPs), SEND Support Plans and exam access arrangements.
3. Work collaboratively with staff, parents/carers, external agencies and local authorities to identify learner needs, coordinate appropriate support and ensure effective multi-agency working.
4. Provide strategic leadership and professional guidance to staff, promoting inclusive teaching practices, monitoring the impact of SEND provision and contributing to the ongoing development of policy, systems and practice across the 14+ Academies.

### CORE RESPONSIBILITIES:

1. Manage activities and strategies to ensure the high retention, achievement, success and attendance rates for identified courses are reached.
2. Deliver and assess essential knowledge and understanding to learners.

3. Manage the recording of student progress and to ensure that individual and group learner targets are being met.
4. Lead and manage the development & employment of assessment activities for identified learners.
5. Lead and manage the assessment of student work, feedback to help learners improve & record learner's progress.
6. Lead and manage the creation of targets, recording & monitoring of progress against them. Implement interventions where needed for identified courses.
7. Lead and manage quality assurance processes.
8. Build positive relationships with learners & provide support to ensure successful outcomes.

#### **DEPARTMENTAL RESPONSIBILITIES:**

1. Act as the primary point of contact for SEND and High Needs matters for internal staff, parents/carers and external agencies.
2. Ensure the organisation meets all statutory SEND duties and legislative requirements, including those relating to Education, Health and Care (EHC) plans, consultations and Annual Reviews.
3. Develop and maintain up-to-date knowledge of SEND legislation and ensure its effective implementation within the organisation.
4. Analyse relevant data, research and inspection evidence to inform SEND policy, practice, targets and provision.
5. Contribute to the development of whole-academy policies and practices that promote inclusive education.
6. Support the Head and Deputy Headteacher with business planning, performance review processes and strategic development relating to SEND provision and reforms.
7. Lead and coordinate the provision for learners with SEND, ensuring their needs are understood and effectively met.
8. Coordinate and map SEND provision across the academy to ensure appropriate support is in place.
9. Monitor learner progress towards outcomes and implement or coordinate appropriate intervention strategies for individuals and identified groups.
10. Ensure SEND Support Plans are completed, implemented and reviewed effectively.
11. Support the coordination of detailed assessments and specialist referrals where necessary.
12. Set appropriate targets with individual learners to support their academic and personal development, including during Personal Progress Days and through parent/carer reporting.
13. Maintain accurate and up-to-date tracking systems to monitor learner progress and identify the need for interventions.
14. Work with central teams to ensure appropriate funding is secured, claimed and used effectively to support learners with SEND.
15. Support the collation of evidence required for High Needs funding claims.
16. Ensure Exam Access Arrangements are identified, applied for and implemented in line with awarding body requirements.
17. Lead and coordinate multi-agency meetings, including Annual Reviews and meetings with parents/carers and external professionals.

18. Develop effective working relationships with key stakeholders including parents/carers, teaching staff and external agencies.
19. Liaise with external stakeholders and local authorities as required to support learners' needs.
20. Ensure effective transition arrangements for new and prospective learners with SEND.
21. Provide professional guidance and support to staff to enable them to create inclusive learning environments.
22. Influence teaching and learning practices to promote high quality inclusive teaching.
23. Lead and contribute to staff training and continuing professional development related to SEND and inclusive practice.
24. Provide line management to designated staff and leadership across the SEND provision.
25. Undertake responsibilities as a Designated Safeguarding Officer.
26. Work in partnership with the Senior Leadership Team and other DSO's to support safeguarding and wellbeing, liaising with appropriate external agencies where required.
27. Act as the Designated Teacher for Children Looked After (CLA), completing associated duties and attending relevant meetings.
28. Attend relevant internal and external meetings including staff meetings, attendance meetings, disciplinary meetings and multi-agency reviews where required.
29. Participate in and support educational visits and enrichment activities which enhance the learner experience.
30. Contribute to the 14+ Academies activities including supervision duties such as breakfast club, break, lunch or after-school sessions.
31. Ensure all administrative duties, registers and documentation are completed accurately and within required deadlines.
32. Demonstrate high standards of professionalism and act as a positive role model for staff and learners.
33. Build positive relationships with learners, promoting mutual respect, high aspirations and engagement in learning.
34. Work in line with the ethos, values and systems of the 14+ Academies, including the use of Academy Progress Levels (APLs) and effort descriptors.
35. Participate fully in the 14+ Academies Staff Development Programme, including training days and twilight sessions.
36. Undertake any other duties appropriate to the role.

#### **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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<b>Department</b>	14+ Academies

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

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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. National SENDCO Award (or equivalent), or to achieve within 2 years of appointment	A / I / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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. Extensive and proven experience of working with young people, specifically 14-16 years of age, who have high needs/SEND and the implementation of appropriate and statutory support strategies and provisions.	A / I
E	EK3. Successful and proven experience of managing, leading, mentoring, training and supporting staff whilst developing and maintaining professional relationships.	A / I
E	EK4. Relevant up to date knowledge and understanding of quality assurance frameworks, example - Ofsted, SEND Code of Practice	A / I
E	EK5. Up to date knowledge and understanding of current safeguarding legislation. in relation to SEND/High Needs learner.	A / I
E	EK6. Experience of coordinating statutory SEND processes, including consultations, Annual Reviews, Exam Access Arrangements and the implementation and monitoring of Education, Health and Care Plans (EHCPs).	A / I
E	EK7. Experience of working collaboratively with Local Authorities and external professionals as part of multi-agency support for learners with SEND.	A / I
D	EK8. Experience and knowledge of undertaking responsibilities as a Designated Safeguarding Officer (DSO) and/or Designated Teacher for Children Looked After (CLA).	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Professional and Technical Knowledge Has full command and use of relevant professional / technical knowledge and job-related knowledge and skills.	A / I

E	SC2. Organisational and Education sector knowledge. Effective knowledge of the college and an appreciation of the wider educational issues.	A / I
E	SC3. Interpersonal and Communication skills Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	A / I
E	SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC5. Critical thinking Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	SC8. Initiative and innovation Creates and appreciates new ideas and perspectives, sees possibilities and challenges.	A / I
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	SC11. Emotional Intelligence Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I
E	SC12. Enduring Resilience Continually exuding optimism and a 'can do' attitude.	A / I

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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	A / I
E	B3. Commitment to the PREVENT agenda	A / I
E	B4. Commitment to professional standards	A / I
E	B5. Commitment to relational practice approaches	A / I