# Job Description

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| **Organisation:** | Leeds City College |
| **Primary Organisation Supported** *(only use this field for LEG service member of staff)* | N/A |
| **Core Job Role:** | SEND Team Leader |
| **Job Title:** | SEND Team Leader |
| **Reports to:** | SEND Manager |
| **Grade** | D |
| **Date of compilation:** | 31/07/2024 |

## 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 ALS needs across a specific campus/cohort. You will be an operational main point of contact with parents and curriculum staff, contribute towards positive outcomes for disadvantaged and vulnerable students, and line manages a highly effective team within the SEND department.

## 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 by chairing meetings and completing paperwork that meets the Local Authority standards and within statutory timelines.
3. Respond to consultations within statutory timeframes.
4. Ensure delivery of support in line with assessed needs and funding.
5. Support with evidence for funding claims for campus, eg. AEB / ALS / FFI.

## CORE RESPONSIBILITIES:

6. Lead on effective transition plan for allocated students transition in and out of college
7. Line management and leadership of identified staff.
8. Support and supervision of specialist external staff e.g. VI, HI, SaLT, OH.

9. Have good knowledge and understanding of relevant data provided to campus management and attend meetings as and when required.

10. Deliver training as required.

11. Implement necessary support for all SEND students.

12. Achieve licence to consult.

13. Achieve licence to review.

14. Support curriculum to implement Quality First Teaching.

15. Develop knowledge of relevant funding streams.

16. Lead on parental engagement.

17. Delivery and facilitate individual and group visits.

18. Work with curriculum teams to ensure college is accessible for all.

19. Liaise with relevant teams to ensure that appropriate Exam Access Arrangements are in place for 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 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 & responsiv**e
*Proactively seeking opportunities to create synergies and positive outcomes for all.*

**Person Specification**

| Job Title: | SEND Team Leader |
|---|---|
| **Department** | Events, Enterprise and Employability |

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 related to transition, education, social care and health. | A / I / P |

| 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 / 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. | 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** <br> Ability to effectively communicate with a wide range of stakeholders (students, parents, other professional) | A / I |
| E | **SK2. Decision Making, Planning, Prioritisation** <br> Has a solution focused, evidenced based approach to decision making. | A / I / T |
| E | **SK3. Personal Accountability and Inclusivity** <br> Fosters a positive culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision. | A / I |

| E | **SC4. Capacity for change**<br>Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty | A / I |
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| E | **SC5. Data and Accuracy**<br>Effectively use data to drive accuracy for compliance and maximise funding streams. | A / I |

| **Behavioural, Values and Ethos** | | |
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| **Essential (E)<br>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 |