

Job Description

Group Member:		Leeds City College	
Job Title:		Deputy Head of Inclusive Learning (High Needs)	
Reports to:		Head of Inclusive Learning (High Needs)	
Job Grade	T5	Department	Inclusive Learning (High Needs)

PURPOSE OF THE ROLE:

As Deputy Head of Inclusive Learning (High Needs), the post holder will support Luminate Education Group in the implementation of the SEN Code of Practice and in ensuring the Group meet legal and statutory requirements for High Needs and EHCP learners.

They will support the Head of Inclusive Learning (High Needs) in all aspects of delivery in relation to the central High Needs function, ensuring the department is outward-looking and collaborative in its approach to working with cross-college teams.

They will work collaboratively across Leeds City College to drive and embed practices that deliver an outstanding experience for High Needs learners, and by extension those with SEND and/or additional vulnerabilities or disadvantages, ensuring that all learners and apprentices have a quality learning experience with outcomes comparable to their peers.

SPECIFIC ROLE RESPONSIBILITIES:

1. Support the development, delivery and maintaining of outstanding service and provision within the Inclusive Learning (High Needs) department at Leeds City College, prioritising the student experience and delivering positive outcomes and transitions for students.
2. Empower High Needs Operational Leads to support Campus Principals, Heads of Department, College Managers and other staff to fully embed the High Needs agenda, in order to provide an outstanding, inclusive, and aspirational experience for students and staff.
3. Alongside the Head of Inclusive Learning (High Needs), develop and lead strategies and projects, including work with external stakeholders to support outstanding outcomes for High Needs learners, including how to prepare for adult life, supported internships, apprenticeships, traineeships, work and further learning.
4. Support exceptional High Needs provision by acting as a central advisor; advise and guide curriculum teams to consistently meet learners' needs and deliver positive outcomes, without directly managing delivery staff.

5. Work collaboratively with leaders and managers of High Needs provision across Luminate Education Group, ensuring that all systems and processes in relation to High Needs learners are implemented to the highest standard and the college meets legislative requirements.
6. Ensure that curriculum areas are equipped to effectively support young people, adults and apprentices with EHCPs/ High Needs.
7. Provide direct line management to designated staff, and leadership to others through a matrix model.
8. Support the Head of Department in the effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations, to ensure the Department is efficiently run and delivers its financial contribution targets.
9. Actively promote continuous improvement methodologies, including participation in curriculum and college self-assessment reports, inspection preparation, quality audits and process reviews.
10. In collaboration with the central Safeguarding team, ensure that High Needs students are effectively safeguarded, and all staff are aware of the specific risks for this cohort of learners.
11. Support the Head of Inclusive Learning (High Needs) in all aspects of leadership of the department and cross college functions of the team, including driving forward a positive culture within the team, promoting responsibility and autonomy within the appropriate frameworks.
12. Support the Director and Deputy Directors of Inclusive Provision to ensure that provision across the group is innovatively developed, research-led and based on best practice.

CORE RESPONSIBILITIES:

Students

1. Motivate and inspire students to promote achievement and develop their skills to enable progression
2. Ensure the highest standard of quality advice, guidance and placement.
3. Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
4. Ensure that learning support is effectively planned, using a student-led and person-centred approach, so that all aspects of the learner journey are effective and reviewed regularly.
5. Promote the benefits of technology and support students in its use
6. Contribute to the student success by ensuring regular, effective reviews of student progress and learner/parent reporting take place.

Quality Improvement

1. Promote excellence and continuously improve practice
2. Actively promoting continuous improvement, ensuring compliance with Luminate Education Group's quality assurance policy and procedures, including participation in curriculum and college self-assessment reports, inspection preparation, quality audits and observation of teaching
3. Ensure the effective management and supervision of compliance with Health and Safety requirements for High Needs learners across Luminate Education Group.
4. Actively collaborate and network with colleagues to promote best practice across Luminate Education Group.
5. Support the transfer and sharing of skills and knowledge to other team members through workshops or other Staff Development activities

Leadership and Management

1. Provide effective and supportive leadership and management to maximise individual and team performance.
2. Undertake a full range of line management responsibilities including probationary reviews, appraisals, return to work interviews and performance management.
3. Provide professional support and guidance to staff within the department, ensuring that CPD is maintained by all staff.
4. Help ensure effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations.
5. Help ensure effective management of data collection and ensuring full staff compliance with Data Management procedures.
6. Maintain appropriate Continuous Professional Development, including the attendance on all training events identified for you by your line manager, to ensure the highest standards of quality.
7. Undertake mentoring of new staff within the department.
8. Represent the college at local management groups to ensure the college contributes to meeting local priorities.
9. Work collaboratively with voluntary and statutory agencies to provide a holistic supportive offer for students.
10. Help identify creative funding solutions, including alternative funding options to support curriculum areas to deliver a relevant and cost-effective curriculum tailored to the diverse needs of students.

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 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

Job Title:	Deputy Head of Inclusive Learning (High Needs)
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 and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Level 5 teaching qualification, or willingness to work towards. Deputy Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Relevant professional level 4 qualification and/or degree.	A / C
E	Q4. Relevant recognised professional attainments.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Up to date knowledge and understanding of current Government High Needs and SEND legislation/guidance.	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, and quality assurance frameworks	A / I
E	EK3. Proven experience managing and utilising data to inform quality improvement, including planning, monitoring and reviewing	A / I
E	EK4. Proven experience managing and leading staff in an educational setting	A / I
E	EK5. Proven experience planning and implementing effective systems and processes and working with data	A / I
E	EK6. Experience of working positively with young people and adults	A / I
E	EK7. Experience of teaching and/or planning and delivering training	A / I
E	EK8. Experience of bringing about culture change within a team	A / I
D	EK9. Experience of working in a matrix management system or cross-college role, using influence to drive change.	A / I
D	EK10. Experience of successful administration and management of financial budgets	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
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

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