

Job Description

Job Title:	ALS SEN Team Leader
Location:	Leeds
Salary:	SO1
Reports to:	PDBA Deputy Head / line manager
Staff responsibilities:	LSA / TA / SSW / Transition Coordinator / Specialist LSA
Working hours:	37 hours per week – Monday to Friday
Probation period:	6 months
Special conditions of the post:	N/A
Safeguarding:	All posts are subject to an enhanced Disclosure and Barring Service check.
Date of compilation:	06/03/2023

CONTEXT OF ROLE

Leeds City College is the main education provider for post-16 students within the Leeds City region. This role requires an experienced SEN and ALS professional to lead on the placement and support of students with Educational Health Care Plans, SEN and ALS needs across Adult, Community and ESOL (ACE). 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 manage a highly effective team within the ACE department.

CORE RESPONSIBILITIES:

1. Support with evidence for funding claims for the department, eg. AEB / ALS in Adult, Community and ESOL (ACE).
2. Support students in class with ALS needs, up to a maximum of 10 hours per week.
3. Develop knowledge and understanding of SEND legislation and how this impacts on students, the college and employer contexts.

4. Support with the annual review process by chairing meetings and completing paperwork that meets the Local Authority standards and within statutory timelines.
5. Respond to consultations within statutory timeframes.
6. Ensure delivery of support in line with assessed needs and funding.
7. Lead on effective transition plan for allocated students transition in and out of college
8. Line management and leadership of identified staff.
9. Support and supervision of specialist external staff.
10. Have good knowledge and understanding of relevant data provided to campus management and attend meetings as and when required
11. Deliver training as required
12. Implement necessary support for all SEND students
13. Achieve licence to consult
14. Achieve licence to review
15. Support curriculum to implement Quality First Teaching
16. Develop knowledge of relevant funding streams
17. Lead on parental engagement
18. Delivery and facilitate individual and group visits
19. Work with curriculum teams to ensure college is accessible for all
20. Liaise with relevant teams to ensure that appropriate Exam Access Arrangements are in place for students on campus

COLLEGE RESPONSIBILITIES:

- 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 and to participate in review and development schemes.
- Comply with college safeguarding procedures, including the promotion of the welfare of children and vulnerable adults studying at the college and commitment to the college child protection policy.
- Comply with all college policies and procedures
- Reflect on and maintain knowledge of educational/professional research to develop evidence-based practice
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Manage and promote restorative practice approaches and the strengthening of relationships.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the college.
- Embody the college values: Collaborative; Inspiring; Passionate; Aspirational; Celebrate Individuality; Respectful

- Any other duties commensurate with the level of the post, which may be required from time to time.

Job Description	
Compiled By:	Leeds City College, ACE department
Compilation Date:	06.03.23

Person Specification

Job Title:	ALS SEN Team Leader
Department	ACE

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 & 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 & 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 & 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 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 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 & Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	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
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