THE TRAFFORD COLLEGE GROUP

**JOB DESCRIPTION**

**JOB TITLE:** Head of Learning Support & SEN

**REPORTS TO:** Assistant Principal 16-19 Study Programmes, Student Experience and Support

**RESPONSIBLE FOR:** EHC, Learning Support, Specialist Assessment

 High Needs Funding

**AREA:** 16- 19 Study Programme, Student Experience & Support

**GRADE/SALARY:** Competitive

**Our Vision**

‘A Dynamic College that Inspires People’

That all our learners will secure employment and progress in their careers as a result of the knowledge, skills and the work ethic they have developed at the college. Businesses will recognise Trafford College Group as the leading provider of the workforce, meeting the needs of the Greater Manchester skills priorities and supporting the economic growth of the region.

**Our Values**

Bold -Be bold in all that we do, pushing the boundaries to ensure that our staff and learners reach their full potential.

Ambitious - Be ambitious for ourselves and our learners. Set high expectations and standards and strive to achieve excellence in all that we do.

Respect - Show respect for all those that we meet on our journey through life.

Collaborate and Teamwork - Collaborate through effective supportive teamwork.

Professional - Demonstrate a professional attitude at all times.

**JOB PURPOSE:**

To be the strategic lead for effective transition under SEND legislation for the Group to secure excellent learning pathways for learners.

To proactively lead on SEND activities including strategy, policy formulation and implementation including Education Health and Care Plans, liaising with stakeholders, providing line management to the Education Health and Care Plan co-ordinators, Learning Support Co-ordinators, Specialist Assessment Team leader and the Student Support Assistant.

Effectively manage financial and physical resources across the areas of responsibilities.

**KEY ACCOUNTABILITES:**

* Delivery of a highly effective transition plan for SEND reforms that meets the needs of all users and enables achievement of agreed KPI targets.
* Achievement of agreed KPIs for outcomes across the service areas of responsibility.
* Delivery of high quality provision as validated by internal quality assurance such as self-assessment outcomes, audit and stakeholder feedback, and external validation such as Ofsted.
* Achievement of financial contribution targets through effective resource planning and management

**KEY AREAS OF RESPONSIBILITY:**

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| 1. To provide leadership and management to the Learning Support, EHC, Specialist Assessment, Student Support and SEND teams with regards to the provision of a high quality, service across college which satisfies external accreditation as appropriate.
2. To ensure legal compliance and delivery in relation to SEND, High Needs and EHC plans, including SEND Code of Practice.
3. Work effectively with local authorities and parents / carers in respect of transition and on programme support for students with EHCP and High Needs
4. To ensure an effective and specialist resource is in place to undertake assessment of need for exam access arrangements with close liaison with curriculum teams and the examinations function
5. To be an authorised budget holder, drafting and monitoring budgets in accordance with Financial Procedures.
6. Ensures the services within the scope of this post deliver timely, effective and high quality performance within available budget.
7. To ensure returns to the ESFA in terms of funding claims for additional learning support are completed
8. To keep up to date and advise on relevant legislation and ensure that statutory duties in relation to students with special educational needs and disabilities (SEND) are met.
9. To liaise with internal teams and external agencies to secure and support excellent learning pathways for learners.
10. To utilise business support services within the area to support the curriculum delivery of their objectives.
11. To motivate and coach staff to achieve, improve and develop to their full potential.
12. To appraise staff ensuring effective feedback is given, training needs are identified, performance is monitored and underperformance is addressed.
13. To performance manage staff ensuring that objectives and targets are delivered.
14. To support the Assistant Principal 16-19 Study Programmes, Student Experience and Support when required, in particular contributing to financial planning in the context of effective utilisation of resources.
15. To undertake/ensure that Human Resources processes and procedures are implemented including recruitment and selection, absence management, probation and induction ensuring the delivery of an efficient area which meets the needs of learners and employers.
16. To ensure business support services supports the development of quality improvement within the curriculum to promote high success and efficiencies.
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**Equality and Diversity:**

1. It is the responsibility of the post holder to promote equality and diversity throughout the Group.
2. The post holder will undertake their duties in full accordance with the Group’s policies and procedures relating to equal opportunity and diversity.

**Health and Safety:**

1. To promote health, safety and welfare throughout the Trafford College Group
2. To undertake their duties and responsibilities in full accordance with Trafford College Group’s Health and Safety Policy and Procedures.

**Safeguarding Children and Vulnerable Adults:**

1. It is the responsibility of the post holder to commit to safeguarding and promoting the welfare of children and vulnerable adults within the Group.
2. The post holder will undertake their duties in full accordance with the Group’s policies and procedures relating to safeguarding and promoting the welfare of children and vulnerable adults, e.g. dealing with learner issues i.e. safeguarding and referring on to specialist staff.
3. This position is subject to an enhanced criminal records check from the Disclosure & Barring Service (DBS) and will be subject to satisfactory clearance of this check.
4. If this position is classed as Regulated Activity, it is subject to an Adult & Child barring check.

**Review**

The details contained in this job description, particularly the principal accountabilities, reflect the content of the job at the date the job description was prepared. It should be remembered, however, that over time, the nature of individual jobs will inevitably change; existing duties may be lost and other duties may be gained without changing the general character of the duties of the level of responsibility entailed. Consequently, the Corporation will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

**Person Specification – Head of Learning Support and SEN**

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| **Attributes** | **Essential** | **Desirable** |
| **Values and Behaviours** |
| Be **bold** in all that we do, pushing the boundaries to ensure that our staff and learners reach their full potential |  |  |
| Be **ambitious** for ourselves and our learners. Set high expectations and standards and strive to achieve excellence in all that we do. |  |  |
| Show **respect** for all those that we meet on our journey through life |  |  |
| **Collaborate** through effective and supportive **teamwork** |  |  |
| Demonstrate a **professional** attitude at all times |  |  |
| **Qualifications** |
| Degree |  |  |
| GCSE maths & English |  |  |
| Level 7 SEN Qualification |  |  |
| **Experience, Knowledge and Skills**  |
| Experience of working within a Further Education setting.  |  |  |
| Experience of working with 16-19 year old young people. |  |  |
| A detailed knowledge of the Learning Support and SEND area and an ability to develop an effective working relationship with delivery areas | ✓ |  |
| A detailed knowledge of the range of national and local issues facing 16-19 year old young people and appropriate services available for signposting.  | ✓ |  |
| Proven track record of effective partnership working with local authorities, young people, parents / carers in respect of EHCP and High Needs  |  |  |
| Excellent written skills including excellent spelling, grammar and the ability to write concisely and accurately |  |  |
| The ability to deliver a learner focused service. |  |  |
| The ability to lead, manage and motivate a team and build relationships to deliver objectives and organisational improvement. | ✓ |  |
| An outcome based approach to working and the ability to achieve objectives | ✓ |  |
| Evidence based excellent organisational skills and the ability to manage competing priorities. | ✓ |  |
| Ability to prioritise a personal workload and that of a team. | ✓ |  |
| Able to comprehend complex information and plan strategically, providing a creative and logical approach to problem solving. |  |  |
| Well-developed communication, verbal skills and the ability to promote and develop the interest and future opportunities of the Group. | ✓ |  |
| Ability to manage budgets and create financial reports. |  |  |
| Evidence based ability to provide effective delivery of services within budget parameters. |  |  |
| The ability to recognise the importance of regular dialogue with the delivery teams and an ability to be helpful and supportive to them in supporting learners to achieve their goals.  | ✓ |  |
| Well-developed skills in the use of ILT and the ability to use Microsoft office at an intermediate level. | ✓ |  |
| A commitment to continuous professional development. | ✓ |  |
| A commitment to safeguarding and promoting the welfare of children and vulnerable adults |  |  |