

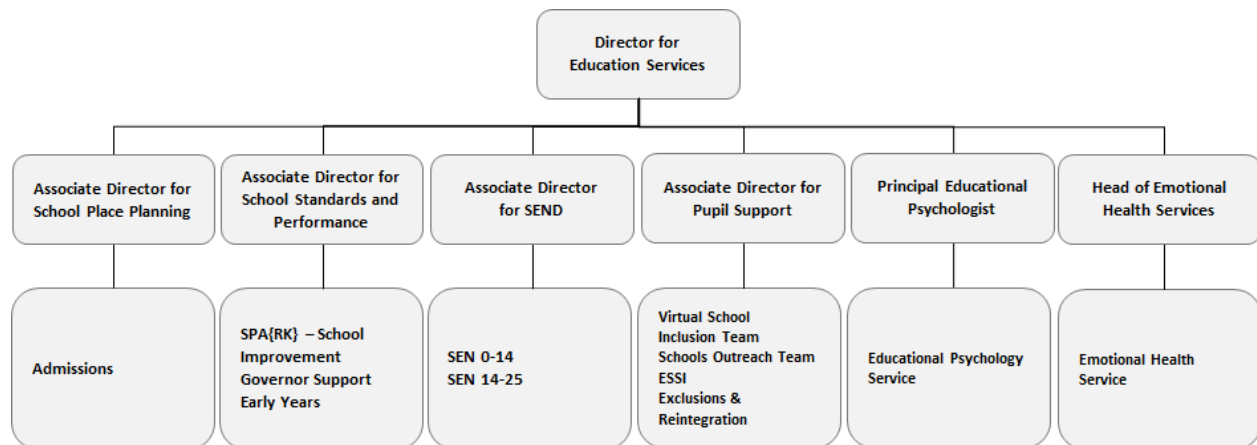
JOB PROFILE

Job title:	Assistant Director Pupil Support
Grade:	Salary range: AfC Associate Director range 64-71 bar at scp 68 (salary as at 1/4/19: £71,016 - £84,252)
Hours:	36hpw
Location:	based in Kingston (there will be a need to travel within AfC locations)
Job family:	Leadership
Directorate:	Education Services
Reports to:	Director of Education Services

About the service

The role of the Associate Director for Pupil Support is one of the four Associate Director roles in the Education Service Directorate. The Directorate is responsible for the education provision of the children and young people of statutory school age, admissions and school place planning, the Virtual School, early years provision, children and young people missing education and accessing alternative provision, training and skills, and children and young people aged 0-25 who have special educational needs. The education psychology and emotional health services work within this Directorate and their teams support both individual and systemic work in our education providers. The SPA[RK] school improvement service is a buy-back model which is highly regarded locally with excellent engagement from schools.

The Service is proud of its positive partnerships with our early years providers, schools, colleges and recognises that these help us to sustain high outcomes for all learners, and effective intervention for children and young people who need additional support.



About the role

This is a new role which will ensure that our more vulnerable groups of children and young people are well supported and able to access high quality education provision. It is a pivotal role in promoting positive relationships with schools, providers and all partners in health and social care, to meet the needs of more vulnerable groups of learners. It also oversees the work of the Virtual School, making sure that children and young people who are in the care of the local authority attending both in and out of borough education provision, achieve well.

Partnership working with early help and social care teams and leaders helps us to make sure young people are attending school, and that when things are difficult we work in a coordinated way with all partners. This role is the lead local authority for children missing education and will oversee all panels to support this area.

Strong relationships with school leaders are essential, with responsibility for leading the fair access and alternative provision model so that it is responsive and intervenes early, whilst promoting a shared responsibility for young people who are finding mainstream provisions hard to access.

The role also line manages the work of the Education Inclusion Team and Schools' Outreach Teams which offer direct work to pupils and systemic input, helping school teams to feel confident and competent in meeting the needs of all learners. This role oversees the early intervention referral model, so that resources are allocated appropriately and consistently and we do our utmost to support children in our local mainstream schools where we know outcomes are strongest. Making sure transitions for children, young people and their families are well planned and supported is a pivotal part of this role, so that partnerships with Adult and Health Services are coordinated and planned.

The Enhanced Sensory Support Team who work with children who are visually and hearing impaired is also line managed by this role.

Key responsibilities

- Lead effective partnerships, panel meetings with senior school leaders to ensure effective support and provision for more vulnerable groups of children and young people, particularly at transition points.
- Lead multi-agency panels which seek to intervene and support children and young people who are finding current education provision hard to access.
- To work with the Headteacher of the PRU and Headteachers across the boroughs to create an effective pathway for young people who are finding it difficult to access mainstream provision.
- Oversee the work of the School's SEN Outreach Team, Enhanced Sensory Support Impairment (ESSI) services so that they are responsive to the needs of children and young people.
- Ensure Inclusion services are delivered and reviewed in an integrated way that facilitates access to services and maximizes the benefits to children with additional needs and their families, ensuring high quality and measured outcomes.
- Contribute to the development of professional practice for SEN inclusion by working closely with schools, school improvement and other relevant partners to ensure that school teams are well supported, confident and competent.
- Support schools and providers to be flexible in education planning so that the curriculum is designed to meet the individual needs of pupils who find it difficult to access mainstream.
- Quality assure the range of alternative provision across both boroughs and locally, so that schools have high quality options and models to support young people.
- Ensure that the Virtual School's performance leads to strong impact on outcomes for children and young people.
- To work with the School Improvement function to monitor the performance in schools and settings of SEN pupils with a focus on improving outcomes.
- To work in partnership with the Education Welfare Service to oversee the education provision for children and young people who are electively home educated or missing education
- To develop and support a culture of innovation and enterprise within Achieving for Children so that individual services are child focused, flexible and adaptable, and that the whole organisation learns from its mistakes, shares knowledge about what works, challenges existing practice, and can grow our business.
- To contribute to the management of the division and deputise for the Director for Education Services as required.

These are the key responsibilities as currently defined. Although there is an attempt to list them in priority order, priorities are subject to change and post holders should not place permanent emphasis on the location of the task within this job profile

About you: our role specification

Skills and experience

The post holder will be the designated strategic lead for supporting our most vulnerable groups of pupils, including those in the care of the local authority

- Educated to a degree level in a relevant qualification, and proven evidence of continuing professional development.
- Experience as a senior leader in a school or local authority position, preferably recent
- Experience of building strong partnerships, maintaining relationships and co-producing solutions to challenges across a diverse set of stakeholders, including children, young people and their families. Advocating the voices of those we are working with.
- Proven ability to effectively use data, intelligence and evidence to create meaningful insight and to inform own decision making.
- Experience of keeping and maintaining records (in accordance with local policy) and producing accurate reports, presentations, written updates to a range of stakeholders (which may include families, children or young people).
- Knowledge of statutory legislation (for example Children's Act) and national policy drivers that will affect children's services and your role (in this role it will include knowledge of and understanding of the KS2 and KS3 national curriculum).

Personal attributes

The post holder will be expected to have strong interpersonal and communication skills, the personal attributes required include:

- A passion for Achieving for Children's vision, mission and values to support children and young people to live safe, happy, healthy and successful lives.

- Strong organisational abilities including: time management, creative-thinking, problem-solving and multitasking.
- Able to work flexibly and independently with limited management oversight.
- Personal determination, drive, energy and ambition to overcome obstacles, achieve challenging objectives, celebrate success and deliver excellent outcomes for children. Taking a strength based approach to managing situations.
- Commitment to resource-sharing and collaborative working within Achieving for Children and across organisational boundaries in the best interests of children and families.
- Outstanding communication and interpersonal skills that are open, honest, persuasive and pragmatic, including excellent negotiation and influencing skills.

AfC Values

Trust

I am reliable, others can count on me to undertake tasks and deliver on what was agreed – I will do what I said I would do. I will encourage open and honest communication, and model clear and fair professional boundaries.

Respect

I will listen to and value other people's perspectives and differences. I will show empathy and humility in the way I communicate.

Empower

I help others to realise their ability and potential, and show emotional intelligence in my approach. I show appropriate and respectful use of power given to me in my job or position and I use this to encourage and enable others.