THE TRAFFORD COLLEGE GROUP

**JOB DESCRIPTION**

**JOB TITLE:** Head of Inclusion

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

**RESPONSIBLE FOR:** Managing the Inclusion service**;** Inclusion Leads, Transition Coordinator

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

**GRADE/SALARY:** Head of Studies/Management Pay scale

**CONTRACT TYPE:** Trafford College Group Management Contract

**LOCATION:** Altrincham with travel to other campus as required

**Our Vision**

‘Unlocking potential, fostering success’

Through its innovative approach to learning and exceptional engagement with business, Trafford College prepares learners for success in work and life.

**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 - Appreciate your own strengths whilst demonstrating respect for others, treating people with thoughtfulness, dignity and an open mind.

Collaborate and Teamwork - Share ideas, encourage each other to succeed and work together in a supportive environment to achieve our goals.

Professional - Be honest, reliable and polite to create a positive image of the College while demonstrating the highest standards of work.

**JOB PURPOSE:**

To lead the Group’s inclusion strategy, formulating and implementing policy and embedding a culture of continuous improvement. Ensure the Group is fully compliant with the SEND Code of Practice, DDA/Equality Act and advise on legislative developments. Establish excellent partnership working with relevant Local Authorities and key stakeholders.

To be the strategic lead for inclusion ensuring that outcomes for learners with Special Education Needs and/or disabilities (SEND) are improving and aspirational.

To proactively lead on college activities designed to promote inclusion -including strategy, policy formulation, implementation and continuous improvement.

To ensure and promote compliance with the SEND Code of Practice, DDA/Equality Act and advise on all legislative developments.

To work across college in the drive to create an inclusive culture where disadvantage does not restrict opportunity and personalisation is the norm.

To develop excellent partnership working with local authorities regarding placements for learners named in Education Health and Care Plans (EHCPs) the claiming of high needs funding and development of the local offer for post 16 learners.

To effectively manage financial and physical resources across the areas of responsibilities.

**KEY ACCOUNTABILITES:**

* Provision of an outstanding Group wide SEND service that is 100% compliant with the SEND Code of Practice, and the DDA/ Equality Act
* 100% of SEND learners across the Group receive a holistic support plan which deliver positive outcome for learners.
* Delivery of high-quality provision as validated by internal quality assurance such as self-assessment outcomes, 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. Achievement of agreed KPIs for outcomes across the service areas of responsibility. 2. To provide leadership and management to the Inclusion team in order to provide high quality support from an appropriately qualified staff team working in a dynamic and innovate environment. 3. To develop a comprehensive set of processes for the learning support service in line with the SEND Code, Preparation for Adulthood and Equality legislation to ensure that the student experience is inclusive and aspirational 4. To lead, develop and manage the operational safeguarding systems across the service 5. To oversee the initial assessment of additional support needs, using a person-centered approach that results in a comprehensive profile and Support Plan 6. To lead on the development of appropriate support for all learners with additional support needs including adult learners declaring SEND 7. To manage the processes related to high needs applications and claiming of top up funding, securing the correct place numbers for the college that reflect local need and the right amount of costed support for high needs students. 8. To lead on partnership work with local authorities, families/ carers and learners in developing high quality transition and on programme support for students with EHCPs 9. To ensure that all EHCPs naming the Group receive due consideration; that LA receive timely responses and young people and their family/carer are, where appropriate, invited into college for an assessment of support need and the appropriateness of provision. 10. To procure the specialist external services outlined to achieve a learners EHCP outcomes, including services delivered by the local CCG such as college-based speech and language therapy or assessments from educational psychologists. 11. To oversee the quality of EHCP annual reviews, working closely with LA SEND officers and Inclusion Leads, chairing Reviews and other key meetings for students where professional teams are making decisions about student well-being or placement at the college 12. To develop and monitor a digital referral system and ensure that the tracking of student progress and the impact of support is aligned with college processes on Pro monitor 13. To ensure a timely response to declarations of SEND and provide the right support at the right time – from transition to exit- for all learners of all ages 14. To develop innovative and personalised approaches to support including the use of eLearning tools/resources and assistive technology 15. To ensure appropriate and timely support for adult learners and the submission of monthly claims from adult funding sources 16. To develop specialist support to meet the diverse challenges that learners present with, working proactively and in partnership with student services and teaching teams and drawing on external expertise as appropriate. 17. To provide an appropriately qualified team of specialist assessors to undertake the assessment of need for exam access arrangements and subsequent liaison with Exams and curriculum teams to ensure that EAA are effective and fully sourced 18. To be an authorised budget holder, drafting and monitoring budgets in accordance with Financial Procedures. 19. Ensures the services within the scope of this post deliver timely, effective and high quality performance within available budget. 20. To ensure accurate data on learning support activity for internal audit and ILR and stakeholder requests 21. 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. 22. To liaise with internal teams and external agencies to secure and support excellent learning pathways for learners. 23. To utilise business support services within the area to support the curriculum delivery of their objectives. 24. To motivate and coach staff to achieve, improve and develop to their full potential. 25. To appraise staff ensuring effective feedback is given, training needs are identified, performance is monitored and underperformance is addressed. 26. To performance manage staff ensuring that objectives and targets are delivered. 27. 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. 28. 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. 29. To ensure business support services supports the development of quality improvement within the curriculum to promote high success and efficiencies. |

**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 Inclusion**

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| **Attributes** | **Essential** | **Desirable** |
| **Values and Behaviours** | | |
| 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 - Appreciate your own strengths whilst demonstrating respect for others, treating people with thoughtfulness, dignity and an open mind. |  |  |
| Collaborate and Teamwork - Share ideas, encourage each other to succeed and work together in a supportive environment to achieve our goals. |  |  |
| Professional - Be honest, reliable and polite to create a positive image of the College while demonstrating the highest standards of work. |  |  |
| **Qualifications** | | |
| Degree or equivalent |  |  |
| GCSE maths & English |  |  |
| Teaching qualification  Cert Ed , PGCE |  |  |
| Qualification related to the teaching assessment or support of learners with SEND  Eg Diploma in SpLD, for FE/HE , Autism or other SEN or disability |  |  |
| **Experience, Knowledge and Skills** | | |
| Extensive experience of working within a Further Education setting. |  |  |
| Deep and extensive knowledge of the range of learning needs and disabilities, common health /social conditions likely to present challenges in a post 16 environment  Dyslexia, SLCN, Asperger’s, MLD, ADHD, Deaf/hearing impaired, mental health needs, generalised literacy and numeracy needs |  |  |
| Keen interest and expertise in developing and implementing innovative and personalised support strategies that empower learners to succeed at college and beyond |  |  |
| Extensive knowledge of the Children & Families Act, SEND Code of Practice, Equality Legislation (DDA in particular) and wider legislative environment impacting on further education |  |  |
| Experience of managing support in an FE setting and an understanding of funding mechanisms including high needs funding |  |  |
| 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 |  |  |