

**JOB DESCRIPTION**

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| **POST TITLE**: **INCLUSION SUPPORT MANAGER – 0.8 FTE**  **RESPONSIBLE TO**: Assistant Director for Inclusion  **POST GRADE/SALARY**: TBC  **RESPONSIBLE FOR :** Learning Support Assistant |

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Principal (or member of the Leadership Team) and member of staff; and will be reviewed annually to ensure that it is an active description of the responsibilities and duties of the individual post holder and that these responsibilities and duties match the needs of the College.

**PURPOSE OF THE JOB:** To provide specialist SEND support and operational leadership and management under the direction of the Assistant Director for Inclusion. Whereby undertaking responsibility for a range of duties relating to the provision of mainstream SEN provision at Haringey Sixth Form College.

1. **MAIN DUTIES AND RESPONSIBILITIES**

* To work with and support the AD for Inclusion responsible to manage SEN provision across the College.
* To act as a specialist providing training and advice; helping improve and develop staff practice and understanding of SEN.
* Implementing a ‘plan-do-review’ approach for all young people with SEN.
* Carefully monitoring the progress of learners on SEN Support who are struggling.
* Maintaining exemplary paper and electronic records and ensure that lecturers are accountable for the progress of all learners.
* Updating the college records of progress for students with special educational need
* To plan and coordinate mainstream SEN support and provision throughout the academic year.
* To ensure that there are effective procedures in place for identifying students’ SEN needs within a timely manner, that support is planned for, in place promptly, reviewed, and that it is of a high quality and is in line with H6FC practices.
* To track all modes of support in a timely manner and communicate support arrangements to appropriate staff using College systems.
* To be responsible for managing much of the pupil data for young people on the SEN register; keeping data confidential and secure, updated regularly and ensure that support staff and lecturers are routinely looking at professionals’ reports, behaviour plans and IEP’s and that they are adhering to the advice outlined in them
* To work closely with the Senior Learning Support Assistant, line manage the mainstream LSA team (including agency) and provision to its highest standards.
* To oversee mainstream LSA timetables and ensure all resources are used effectively and within funding and H6FC guidelines to efficiently support our cohort of students.
* Provide advocacy and guidance for staff who are supporting SEN students, and to monitor and review students on a regular basis regarding their support to encourage (if applicable) independence for the student and effective outcomes.
* To work closely with Academic Support Tutors and Curriculum and Learning Managers to monitor and review the welfare and progression of SEN students.
* To work with the AD of Inclusion to ensure legal and funding requirements are met, including robust evidence such as support plans/reviews are completed for all High Need Students and meeting the requirements of their needs
* To run and maintain an effective service delivery, utilising current resources accordingly to meet the needs of our students
* To undertake quality audits in line with the College’s policies linked to standards and the observations of SEN.
* Undertake any other duties commensurate with the level and grade of the post as required from to time to time by the AD for Inclusion.
* To implement systems for assessing SEN collaboratively with the College’s SpLD specialist. This would include overseeing and setting up various modes of support to meet the student cohort and to fall within budgetary boundaries (where applicable)
* To support prospective students during the admission and enrolment process and work closely with MIS and Marketing to develop a robust system for all students to declare support needs at point of entry.
* To work with the AD for Inclusion to ensure support is planned for, staffed and in place in a timely manner, taking into consideration budgetary restraints and a commitment to students and modes of support delivery.
* To work collaboratively with the SpLD Specialist to ensure exam access arrangements are in place for all students declaring SEN or additional learning support.
* To work closely with exams and the SpLD Specialist to ensure all documentation is in place accessible so that students eligible for exam access arrangements are not disadvantaged.
* Writing the arrangements for young people with EHCP’s, closely following the JCQ regulations.
* To maintain and develop the quality of support by ensuring staff have access to CPD opportunities and up to date with the latest developments within the sector.
* To liaise closely with Academic Support Tutors and teachers regarding the support needs, progress and participation of individual students and to ensure support and course staff liaise effectively.
* To maintain and develop links with external sources of support, including social services and specialist agencies, local authorities and organisations to further support the student’s requirements.
* To carry out observations of support sessions in order to monitor and develop the quality of mainstream SEN provision.
* To be familiar with Child Protection requirements as outlined in the College’s Safeguarding Policy and comply with its requirements to safeguard and protect the welfare of young people and vulnerable adults.
* To work with staff across the College to develop awareness of the needs of students with SEN and to provide support for tutors and teachers as required.
* To attend Management meetings, frequency as agreed with the AD for Inclusion.
* To actively participate and lead team meetings on a regular basis, as well as participate in departmental meetings (where appropriate).
* To plan, develop and deliver training sessions for INSET Days with the AD for Inclusion.
* To plan and conduct review processes for all students with EHCPs and work closely with guidelines pertaining Local Authorities for annual reviews.
* To review support needs of High Need Students every half term, or as and when needed.
* Setting a good example by leading from the front in terms of professional attributes, dress, and standards of punctuality and attendance.
* Monitoring staff targets and undertaking annual performance management reviews.
* Nurturing talent so that learning support staff feel valued and can progress in their chosen specialist areas.

1. **EXPECTATIONS OF THE POST HOLDER**

* Ensure that the college policy for equally of opportunity is adhered to and promoted in all aspects of the postholder’s work.
* Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the college’s assurance procedures and systems.
* Be committed to professional self-development, through participation in in-service training as necessary for the successful carrying out of the role.
* Undertake such other duties as are commensurate with the grade of the post, as may be reasonably required at the initial place of work or at other locations in the college.
* To comply with and promote College Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
* To maintain and enhance the College’s reputation through the establishment of robust, responsive and effective working practices with colleagues, students and external visitors.

1. **OTHER PROFESSIONAL REQUIREMENTS:**

* Work closely with the school’s safeguarding lead to ensure the safety and wellbeing of all.
* Work actively to with the Assistant Director for Inclusion to create an ethos that promotes equality, celebrates cultural and academic diversity and ensures the inclusion of students of all abilities, including those with Special Educational Needs.
* Encourage students to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
* Have a working knowledge of teachers' professional duties and legal liabilities.
* Operate always within the stated policies and practices of the College;
* establish effective working relationships and set a good example through their presentation and personal and professional conduct;
* Endeavour to give every student the opportunity to reach their potential, to meet high expectations and reach the five outcomes of The Children’s Act:
  + staying safe
  + being healthy
  + enjoying and achieving
  + making a positive contribution
  + able to attain economic well being
* liaise with external agencies as required
* take on any additional responsibilities, which might from time to time be determined.

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.

**All staff are responsible for:**

* Children & Vulnerable Adults: safeguarding and promoting the welfare of children and vulnerable adults
* Equipment & Materials: the furniture, equipment and consumable goods used in relation to their work
* Health / Safety / Welfare: the health and safety and welfare of all employees, students and visitors under their control in accordance with Hopwood Hall College’s safety policy statements
* Equal Opportunities: performing their duties in accordance with Haringey Sixth Form College’s Single Equality Scheme
* Leadership by example and personal commitment to the College’s code of conduct and values.
* Adherence to and compliance with all College Policies and Procedures
* Management of human, physical and financial resources, and efficiencies.

**The post-holder is required to respect the confidentiality of matters relating to students and other members of staff. The post holder must be aware of and comply with the requirements of the Data Protection Act (DPA) details of which will be made available.**

**Under the Health and Safety at Work Act 1974 all staff shall have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omission at work and co-operate in meeting the requirements of the law.**

**A Disclosure & Barring Service check is carried out for all appointments.**

1. **PERSON SPECIFICATION**

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| CRITERIA | ESSENTIAL | DESIRABLE |
| **QUALIFICATIONS** | | |
| Educated to honours degree or above |  |  |
| Qualified Teacher Status (QTS) |  |  |
| Post Graduate Qualifications (Masters degree or similar) |  |  |
| Evidence of relevant continuing professional development |  |  |
| SEN experience in SEN management |  |  |
| **PROFESSIONAL EXPERIENCE** | | |
| Experience as a successful leader and manager with FE or Sixth Form |  |  |
| A history of successful experience of teaching to a high standard in a school or college serving an urban, multi-ethnic community. |  |  |
| Evidence of a commitment to the pro-active promotion of the equalities and diversity agenda |  |  |
| Experience of raising the attainment of young people with SEN |  |  |
| Teaching experience at post-16 |  |  |
| Experience of producing, monitoring and updating learning support plans such as IEPs, risk assessments and behavior plans |  |  |
| Experience of being involved in successful transition activities for vulnerable students |  |  |
| Experience of developing and leading a learning support team to meet a range of educational needs |  |  |
| Experience of developing a range of intervention programmes such as SALT, ASD, occupational therapy and behavior management |  |  |
| Experience of leading annual reviews |  |  |
| Experience of the procedures for completing High Needs Funding Forms |  |  |
| **KNOWLEDGE, ABILITIES AND SKILLS** | | |
| Ability to build trusting relationship with students, their parents/carers and other stakeholders |  |  |
| Excellent ICT skills including a high level of competency in MS Word and Excel, experience of using databases and the ability to transfer skills to learn new systems |  |  |
| An excellent understanding of how High Needs Funding can be used effectively |  | ` |
| Excellent understanding of strategies to enable students to overcome barriers to progress including both learning and emotional/behavioural barriers |  |  |
| Ability to be an effective team player |  |  |
| Excellent knowledge of quality improvement strategies that result in positive outcomes for students |  |  |
| Ability to work calmly under pressure and ensure that deadlines are met whilst maintaining a positive and optimistic attitude |  |  |
| Excellent professional knowledge and understanding in SEN |  |  |
| An understanding of the relevant legislation including the SEN Code of Practice and Children and Families’ Act |  |  |
| A thorough understanding of child protection and safeguarding procedures |  |  |
| Knowledge of school/education-based administrative systems; REMS, would be particularly desirable |  |  |
| LEADERSHIP | | |
| At least 3 years’ experience of advising and managing others including performance management |  |  |
| The ability to build positive relationships with colleagues and promote a good atmosphere in the department |  |  |
| The ability to hold self and others to account |  |  |
| The ability to inspire confidence in staff, students, parents and governors |  |  |
| PERSONAL QUALITIES AND ABILITIES | | |
| Emotional maturity, determination and a steady temperament |  |  |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards |  |  |
| Clear communication and excellent interpersonal skills |  |  |
| Sound judgment |  |  |
| Flexibility and resourcefulness |  |  |
| A flexible and willing attitude towards service delivery of SEN and constantly improving the service to meet the needs of our students |  |  |