

Job Description -

SEND Transition and Review Lead

Reporting to Head of Adult Learning & Education Support



Overall purpose of this role:

- To create meaningful transition opportunities for learners with Special Educational Needs and Disabilities (SEND) into college, whilst proactively responding to the changing governmental strategies and policies for this area.
- To work with colleagues to develop new initiatives to support young people with SEND in the transition from college to HE, FE, Apprenticeships or employment
- To liaise with feeder schools and attend annual reviews of potential year 10 students.
- To support the Head of Adult Learning & Education Support to oversee the Consultation process and ensure compliance with the 15-day deadline
- To facilitate the statutory annual review process for our learners with Education, Health and Care Plans (EHCP), engaging with learners, their parents/carers and any associated external stakeholders and agencies, to coordinate a person-centred review of progress towards outcomes. You will collate information gathered from academic tutors and other education support functions associated with an individual learner.
- To support the Head of Adult Learning & Education Support in the day-to-day running of college in-class support and to supervise and co-ordinate the work of the Learning Support Team, acting as key contact and decision maker

This post is accountable for:

- Attending EHCP Annual Reviews at feeder schools and provide relevant information on appropriate courses and support available

Liaise with feeder schools, the local authority SEND case work team and the college's school liaison officer to identify students that would benefit from visits or taster sessions.

- Managing the consultation process by evaluating students' needs and communicating this accordingly within the given timeframe, to ensure that only those students who will benefit from our provision are made offers.
- Work within statutory timelines to facilitate college Education, Health and Care Plan (EHCP) annual reviews using person centred techniques and ensure that all relevant stakeholders are identified and have an opportunity to contribute. Use any guidance, protocols or frameworks provided by a Local Authority.
- Ensure the EHCP outcomes have a focus on enablement and progression to adulthood, rather than dependency. Seek best practice examples to support this.
- Communicate adjustments and progress on outcomes as a result of EHCP reviews to the designated Local Authority.
- Accurately maintain individual learner transition files
- Ensure that all academic and support teams are provided with timely support information, requirements and transition details for individual learners.
- Actively seek, record and act upon feedback from learners, parents/carers and other stakeholders, but also challenge them in the interests of the learner and their potential to progress from the college.

Proactively liaise with the wider Learning Support team to ensure that additional learning support requirements are accurately identified, allocated and costed timely.

- Act as a key contact for young people, parents/carers, schools, local authorities and other stakeholders.
- Liaising with the Student Academic Support Co-ordinator and team to ensure effective matching of support to student needs
- Effectively coordinate the LSW team including effective deployment, preparation of staff timetables and rotas, absence reporting and cover arrangements, staff reviews, staff recruitment, training and development

Other Duties

- Updating journal to communicate with wider colleagues and keeping staff informed of any changes regarding the student's needs / situation
- Supporting and implementing college policies and procedures (including those relating to confidentiality and behavior)
- Undertaking such duties related to the work of the College as may be assigned, consistent with your level of responsibility
- Identifying personal training needs and attending appropriate internal and external in-service training
- Be aware of, work within and respond to national changes in policy, guidelines, regulations and legislation relating to SEND (Children and Families Act 2014 and SEND Code of Practice 2014) and reasonable adjustments (Equality Act 2010).
- Safeguarding and promoting the welfare of children, young people and vulnerable adults

This role is full time. Leave is not to be taken during term time unless in exceptional circumstances.

All staff are expected to work within College policies and procedures, with particular regard for Safeguarding, Health & Safety, Equality & Diversity and customer service ethos.

Incremental progression is subject to satisfactory performance

Annual targets for each element in this job description may be agreed annually with your Line Manager.

Indicators/ sources for reaching performance judgements (not exhaustive):
Student voice Student questionnaire Feedback from LSWs /teaching / pastoral / Academic Support staff Line manager(s) and cross-College feedback Staff review Student success and retention

PERSONAL PROFILE

We are seeking someone who closely matches the following criteria:

	ESSENTIAL	DESIRABLE
QUALIFICATIONS / TRAINING		<p>HND / Degree or other professional qualification or equivalent</p> <p>GCSE grade C English and Maths or equivalent</p> <p>Qualification or training in Advice and Guidance / Careers.</p> <p>Training in Person Centred Planning or Personalised Learning.</p> <p>Specialist qualification in SEND, SpLDs or Inclusion</p>
KNOWLEDGE	<p>Sound knowledge of the SEND Code of Practice and section 3 of the Children and Families Act (2014)</p> <p>Demonstrable knowledge of the post 16 and post 18 education system</p> <p>Extremely proficient in the use of Microsoft Office (including Excel and Access)</p>	<p>Responsibilities with regards to the Safeguarding of Children, Young people and Vulnerable adults</p> <p>Basic knowledge of health and safety/risk assessment</p> <p>Knowledge of transition processes in schools.</p> <p>Knowledge and/or experience of person-centred planning techniques to support transition.</p>
EXPERIENCE	<p>Experience of staff supervision</p> <p>Working with young people with Special Educational Needs and Disabilities (SEND)</p>	
SKILLS/ PERSONAL QUALITIES	<p>Ability to build good working relationships with a range of colleagues and young people.</p> <p>A clear communicator.</p> <p>Ability to work calmly.</p>	<p>Adaptability and creativity.</p>

	<p>Energy, enthusiasm and patience.</p> <p>Excellent organisational, administrative and interpersonal skills</p> <p>Effective and sensitive team player</p> <p>Flexible – able to cope with change at short notice and help with support work in a variety of different situations</p> <p>Innovative and pro-active</p> <p>Interviewing/appraisal skills</p>	
JOB CIRCUMSTANCES	Own transport and full driving licence	

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and do not justify a reconsideration of the grading of the post.

Dear Applicant,

Thank you for taking an interest in the position of SEND Transition and Review Lead at Cirencester College.

We are a top performing 6th form college, which was previously a tertiary college. The vast majority of our c2200 students are doing level 3 programmes, mainly A Levels. We have approximately 350 staff including managers, lecturers and a wide array of support staff. We have been growing our adult provision and have successfully introduced a wide range of English, Maths and ESOL, as well as an extensive Leisure offer which staff can get discount for.

You would be joining a top performing college & much of this success is down to the fact that we have been very clear about where we wanted to go, have strong values and a well embedded 'Ciren Way' of going about things, and a group of staff capable of achieving excellence. We have a strong tradition of sharing good practice at the College.

Our Academic & Learning Support Department have an excellent reputation and you will be joining a very strong and supportive team, who work closely to achieve the best outcomes for students. We do not have a separate SEND provision, so all of our high needs students access the mainstream provision, with the majority working towards L3.

We are committed to staff development and have a brilliant regular Teaching & Learning slot on a Monday. We work with the Advisory Teaching Service at the beginning of the year to provide training on any specific learning disabilities or difficulties. We welcome contributions or ideas to help expand this programme.

In terms of a work setting, both the college & the Cotswolds in general, are impressive. The campus itself has seen considerable investment in new buildings. It is situated on the edge of town, adjacent to the Bathurst Estate. The grounds of the Estate stretch for miles, with many staff using these to unwind, whether this be for a spot of lunch, a lunchtime stroll or a post-work run.

In summary, as a college we are passionate about helping students become the best they can be in whatever they choose to pursue. If you think these match your aspirations, we look forward to receiving your application, which you should address to Human Resources.

If you would like to ask any questions to find out more then please contact the Head of School for Community, Academic & Learning Support, karen.bell@cirencester.ac.uk

Yours sincerely

Karen Bell (Head of Community, Academic & Learning Support)