

**Job Description & Person Specification**

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| **Post Title** | ASSISTANT DIRECTOR – EDUCATION AND INCLUSION | | | | |
| **JE Reference** | N/A | **Grade** | Chief Officer Grade B | **SCP Range** | JNC Rates |

**Reporting line:**

Chief Executive

Corporate Director of Children’s Services

Assistant Director – Education and Inclusion

# **Job Purpose:**

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The Assistant Director Education and Inclusion is responsible for the leadership and day-to-day running of the Education Service of the Council. The overall purpose of this role is to:

* To support the Corporate Director for Children Families as the council’s principal adviser on issues related to the development of innovative and realistic proposals for structural and collaborative provision which will make a significant difference to the outcomes for children and young people.
* To ensure that systematic decisions and interventions relating to children who have additional needs achieve the best possible outcomes.
* To create a child centred partnership between the Local Authority, schools and partners that enables children and young people to have effective support at the earliest possible opportunity.
* To enable a greater proportion of Redcar and Cleveland’s children to be taught within their own communities.

# **Relationships:**

**Accountable to:** CorporateDirector for Children and Families

**Accountable for:** All management and staff within the Education and Inclusion

**General Contacts:** The Assistant Director Education and Inclusion will engage with Elected Members, other Directors, internal and external stakeholders; including schools, colleges, academies and the Combined Authority

# **Key duties and responsibilities:**

1. To provide the strategic responsibility and leadership for the Education and Inclusion service

which includes:

SEN Assessment and Provision

Education Psychology Service

Education Safeguarding/CSE/CME/GRT

Virtual Looked After Children School Head

Behaviour and Attendance Partnership/Inclusion

Admissions and Transport

School Pace Planning: including Special, Out of Area

Early Years Foundation Stage – Quality and Provision

Collective Worship/SACRE

School Improvement through system led provision leverage and brokerage

Liaison with all schools and colleagues on all educational matters

Liaison with Ofsted/HMI and Academy/Diocesan Services

Associated financial responsibilities

* Inspire To Learn
* Governor Support Service

1. To provide strategic leadership to the Council, and more importantly, to schools, to help deliver a more inclusive school system whereby more pupils are educated in Borough and in mainstream settings.
2. Ensure that efficient and effective strategies are in place for raising, monitoring and evaluating education standards and attainment within Redcar and Cleveland’s settings, schools and colleges.
3. To provide leadership, support and challenge to schools on inclusive practice.
4. To implement, and where necessary, further develop the Council’s SEN strategy including the commissioning, outreach, pathway/transition and planning activities therein.
5. To ensure that the Local Authority fulfils its statutory duty to secure sufficient school places for under 19 year olds and effectively manage the capital investment programmes relating to this. To lead the development of an overarching strategy for school place planning and allocation, including any related capital initiatives.
6. To provide professional and technical advice to the statutory School’s Forum, on all issues of finance, formula funding and major contracts. To make decisions, after consultation, on new funding allocations as necessary.
7. To provide professional and technical advice to the statutory Local Admissions Forum regarding legislative change arising from the Education and Inspections Act(s)2006, Care Act(s) e.g. parental preferences and demographic change across the Borough.
8. To provide strategic oversight of Children and Adult responsibilities for the provision of all phases of education for young people, including 14 – 19 strategy and as appropriate post 19 – 25.

8. To take responsibility for school improvement work to provide monitoring,

challenge and support, within an appropriate framework which is understood by settings and

schools in partnership with Regional Schools Commissioner and Ofsted.

1. To ensure effective relationships with the office of both the Regional and National Schools Commissioner to ensure high educational standards in safe and inclusive settings and schools.
2. To maintain an evidence-base of school performance, to ensure appropriate support and challenge for schools requiring special measures, having notices to improve or causing concern and timely intervention(s) especially concerning poor standards, safety and governance.
3. To support and champion an effective, positive and stretching culture, and delivery and practice of school self-review and evaluation that fits with the Education landscape within Redcar and Cleveland.
4. To undertake an emergency planning role working with Civil Contingencies and Business Continuity, including in relation to educational settings, schools and colleges.
5. To provide effective leadership to the Foundation for Jobs programme within the Council.
6. To represent the Council on external bodies at a local, regional and national level, including Tees Valley Combined Authority and any sub-regional partnerships.
7. To advise Elected Members and Council Committees on policy development, budgetary provision and strategies. To respond to Member and MP enquiries.
8. To lead on or participate in corporate projects and assignments as required by the Director.
9. To promote the reputation of the Council with external partners and stakeholders, working as an ambassador for the Council.

17. To contribute to the Directorates Senior Management Team and other relevant strategic partnerships.

# **General/Corporate Responsibilities:**

1. To undertake such duties as may be commensurate with the seniority of the post
2. To ensure that the Council’s corporate Health & Safety policy is followed and training is undertaken in all pertinent health and safety procedures
3. To partake in the Council’s and Directorate’s staff training and development policies as well as the Council’s system of performance appraisal
4. To treat all information gathered for the Council and Directorate, either electronically or manually, in a confidential manner
5. All employees are required to demonstrate a commitment when carrying out their duties which promotes and values diversity and the equality of opportunity in relation to employees and service users which is in line with the Council’s Equality & Diversity Policy.
6. To be responsible for identifying and managing all risks associated with the job role through effective application of internal controls and risk assessments to support the achievement of Corporate and Service objectives
7. To ensure the highest standards of customer care are met at all times
8. To ensure the principles of Value for Money in service delivery is fundamental in all aspects of involvement with internal and external customers
9. To ensure that the highest standards of data quality are achieved and maintained for the collection, management and use of data.
10. To positively promote the welfare of children, young people, and vulnerable adults and ensure that it is recognised that Safeguarding is everyone's responsibility; and to engage in appropriate training and development opportunities which enhance an individual’s knowledge and skill in responding to children, young people and vulnerable adults who may be in need of safeguarding.

**Last Updated: May 2018 Author:** B Shaw

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| **POST TITLE** | **GRADE** |
| Assistant Director Education and Inclusion | COB |

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| **NOTE TO APPLICANTS**  Whilst all points on the specification are important, those listed in the essential column are the key requirements. You should pay particular attention to those points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview. |

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| **CRITERIA** | NECESSARY REQUIREMENTS | | **\* M.O.A.** |
|  | **Essential** | **Desirable** |  |
| **EXPERIENCE** | * Senior management experience in schools (including SEN) and / or education and skills, with a track record of achieving significant service improvements * Knowledge and understanding of statutory roles and responsibilities, best practice and current trends in respect of the wider children’s services * Understanding of the issues affecting pupil performance and the ability to collaborate with other professionals and organisations supporting schools and pupils * Substantial experience of strategic financial management, including managing   complex budgets effectively, staff management including performance development and developing, implementing, monitoring and reviewing policies and strategies   * A detailed working knowledge of a range of effective school improvement strategies, including developing and implementing strategies to raise attainment. * Detailed knowledge of legislation and guidance affecting special needs assessment. * Thorough understanding of school performance analysis and issues relating to value added * Experience of initiating, leading and managing cultural change at a senior and strategic level in an organisation * Knowledge of local government finance and central   government funding mechanisms relating to education | * Experience at a senior level in more than one school and/or local authority * Experience of supporting schools causing concern | A |
| **SKILLS AND ABILITIES** | * Ability to analyse complex issues and to think creatively and strategically * Ability to negotiate and agree improvement targets * Ability to use performance data to inform judgements and interventions * Ability to apply and adapt national initiatives in a local context * Ability to deliver assigned projects on time and within budget * Ability to lead a team and deliver to an agreed business plan * Awareness and sensitivity to be able to manage successfully within a Local Government environment working effectively with schools, other organisations, agencies and partners. * Ability to communicate both orally and in writing to a wide range of audiences (including ability to write clear and concise reports & presentations) * Ability to use discretion and initiative to make decisions for a wide-ranging service area with minimal managerial direction * IT Literate, capable of using MS Word / Excel and office packages |  | A,I,P |
| **EDUCATION/ QUALIFICATIONS/ KNOWLEDGE** | * Educated to degree level or equivalent * Qualified teacher status | * Relevant management qualification * Trained Ofsted Inspector * Accredited School Improvement Partner | C |
| **OTHER REQUIREMENTS** | * Personable, approachable, while still inspiring respect and personal and professional credibility * Ability to work outside normal office hours as necessary * Interest in working with children to promote their development and educational needs. * Ability to form and maintain appropriate relationships and personal boundaries with children. * Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline * Suitability to work with children. * Satisfactory Enhanced DBS disclosure. |  | A, I, C |
| **COMMITMENT TO EQUAL OPPORTUNITIES** | * Commitment to equal opportunities and the ability to recognise and celebrate cultural difference. |  | A,I |
| **COMMITMENT TO SERVICE DELIVERY/ CUSTOMER CARE** | * Commitment to provide a customer focused service. |  | A,I |

**METHOD OF ASSESSMENT: (\*M.O.A.)**

A = APPLICATION FORM C = CERTIFICATE E = EXERCISE I = INTERVIEW P = PRESENTATION T = TEST AC = ASSESSMENT CENTRE

R = REFERENCE