

## **JOB DESCRIPTION**

### **JOB DETAILS**

**Job Title:**     **Manager/Head of SEND and ALS**

**Grade:**         **MSP 10**

### **JOB PURPOSE**

To oversee the Special Educational Needs and Disability (SEND) implementation, Additional Learning Support and Counselling services across Tyne Coast College. The post holder will be the designated SENDCO and strategically lead in the co-ordination, management, delivery and review of SEND provision and support.

**ACCOUNTABLE TO:** Deputy Chief Executive

### **KEY RESULT AREAS**

1. Line manage ALS, ensuring staff recruitment, induction, performance reviews and HR policies and procedures are carried out effectively
2. Take overall responsibility for the High Need and ALS budget allocation from external funding agencies and oversee ALS distribution of resources across all college curriculum areas
3. Designated SENDCO and to oversee the implementation of relevant legislation and to provide tailored advice and guidance to business and curriculum areas
4. Looked After Children (LAC) designated person and to work closely with Virtual Head's to ensure a holistic approach to support whilst at college
5. To plan and deliver bespoke training with relation to SEND alongside the colleges staff training needs analysis
6. Single point of contact for Local Education Authorities with relation to SEND
7. To ensure the college is fulfilling its statutory duties in line with SEND Code of Practice.
8. Lead the liaison and negotiation of specialist funding with Local Authorities for students aged 14 to 25 years old to include the management of the EHCP process
9. Take overall responsibility for the quality for ALS data and ALS claims and review procedures and protocols where required
10. Maintain extensive knowledge of changing funding regulations and particularly those relating to ALS funding
11. Report and analyse statistical information about ALS added value and distribution in order to identify ALS patterns and trends to support strategic and curriculum planning
12. Ensure assessments are carried in line with college policies and government guidelines to include learners who have disengaged with education and/or with learning difficulties and disabilities, behavioural difficulties, social needs, mental health, other medical conditions
13. To manage Service Level Agreements (SLA) with specialist health and care services for SEND and ALS to ensure delivery and support is effective and robust
14. In conjunction with the Assistant Principals help to co-ordinate the effective recruitment, guidance and placing of students across the college, including summer

16 February 2017

version 2

- schools and work placements, to ensure course suitability for all prospective students
15. Provide timely and accurate student and staff data and reports as and when requested
  16. To represent the college regionally and nationally in partnership and development activities regarding ALS and SEND as and when requested
  17. To act as a designated safeguarding lead for the college and contribute to the safeguarding and wellbeing of all learners, liaising with outside agencies and undertaking referrals as and when required in accordance with the college's safeguarding policies and procedures
  18. Carry out evening *Duty Manager Responsibilities* as required

## **VARIATION IN THE ROLE**

Given the dynamic nature of the role and structure of the Tyne Coast College and the Academy Trust, it must be accepted that, as the work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

## **EQUALITY AND DIVERSITY**

The College and the Trust is committed to equality and diversity for all members of society. The College and the Trust will take action to discharge this responsibility but many of the actions will rely on individual staff members embracing their responsibilities with such a commitment and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support initiatives on Equality and Diversity, which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

If you as a member of staff identify how you or the College or the Trust can improve its practice on Equality and Diversity, please contact the Equality and Diversity Officer in Human Resources.

## **HEALTH AND SAFETY**

All members of staff have a duty to maintain safe and clean conditions in their work area and co-operate on matters of Health and Safety. This will include assisting with undertaking risk assessments and carrying out appropriate actions as required. Staff are required to refer to Health and Safety Policies in respect to their specific duties and responsibilities.

## **LEARNING & DEVELOPMENT**

All staff are required to participate fully in Learning & Development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

## **COMMITMENT TO SAFEGUARDING VULNERABLE GROUPS**

The College and the Trust are committed to safeguarding and the prevent duty. Ensuring safeguarding arrangements to protect children, young people and vulnerable groups meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism. The College and the Trust expects all staff and volunteers to share this commitment.

## **COMMUNICATION AND WORKING RELATIONSHIPS**

### **Internal Communication/Working Relationships**

Liaison with:

Principals  
Assistant Principals  
Heads of School/Curriculum  
Cross college service managers  
College staff

### **Membership of College Groups**

### **External Communication/Working Relationships**

Liaison with:

Learners, clients and customers  
Parents and Guardians  
Feeder schools  
Local authorities  
Professional bodies and groups relating to ALS  
SFA  
EFA  
Employers and partners

**This is not an exhaustive list – it is for illustrative purposes only**

**KNOWLEDGE, SKILLS AND EXPERIENCE REQUIRED**

1	Knowledge/Experience	Assessed At
	<b>ESSENTIAL</b>	
1.1	Experience of working in an post 16 education environment	A
1.2	Extensive experience of working with SEND and able to strategically lead with the implementation of legislation and to drive improvement	A
1.3	Experience of working in conjunction with local authorities, external agencies and of working with parents and carers in relation to learners with additional support needs, safeguarding or Prevent issues	A/I/P
1.4	Extensive experience of identifying and working with various types of learning barriers and establishing effective support plans	A/I
1.5	Thorough knowledge of ALS funding methodology and audit requirements	A/I/P
1.6	Knowledge and experience of managing specialist funding	A/I/P
1.7	<b>DESIRABLE</b> Knowledge and extensive experience of line managing staff and the ability to motivate and mentor others	A/I/P
1.8	Experience of writing evaluation reports such as SARs and Business Plans	A/T
1.9	An extensive understanding of safeguarding issues and relevant OFSTED requirements and a strong commitment to creating a safe and learning environment	A/I
2	Qualifications	Assessed At
	<b>ESSENTIAL</b>	
2.1	Degree, HND or equivalent professional qualification	A
2.2	<b>DESIRABLE</b> Teaching qualification	A
2.3	National qualification for Special Educational Needs Co-ordinators or relevant equivalent	A
2.4	Designated safeguarding lead qualification	A

<b>3</b>	<b>Skills</b>	<b>Assessed At</b>
	<b>ESSENTIAL</b>	
3.1	Ability to work on own initiative within agreed strategic guidelines	I
3.2	Demonstrate ability to work effectively with staff from various teams and other agencies in the context of Additional Learning Support and SEND	A/I
3.3	Ability to work as a leader and a member of a team	A/I
3.4	Flexibility, responsiveness, dedication and passion about Additional Learning Support and government and college strategies related to helping students reengaging with education regardless of age or any other Equality and Diversity protected characteristics	I/P/T A/I
3.5	Personal communication skills of a high order and skilled in liaison and negotiation with others	I/P
	<b>DESIRABLE</b>	
3.6	Ability to promote and build the ALS programme and facilities	I
3.7	Demonstrable commitment to inclusive and comprehensive pre and post-16 educational provision	A/I
3.8	An understanding of and commitment to Equality and Diversity as it applies to a supportive service	I

**Key: Assessed at**  
**A – Application Form**  
**I – Interview**  
**P – Presentation**  
**T - Test**