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| **Job Description** |
| **Post title** | Lead – Inclusive Provision and Pastoral Support |
| **JE Reference No** | N/A |
| **Grade** | Soulbury 16-19 |
| **Service** | Children and Young Peoples Services |
| **Service Area** | Education and Skills; Performance and Standards |
| **Reporting to** | The post holder will report directly to the Performance Lead Officer but will also be required to work closely with other members of the leadership team as required.  |
| **Location** | Your normal place of work will be County Hall but you may be required to work at any Council workplace within County Durham |
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| **DBS** | This post is subject to an Enhanced Disclosure |
| **Flexitime** | This post is not eligible for flexitime |
| **Politically restricted** | This post is not designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State |

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| **Description of role** |

The post holder will work within the Performance and Standards Section of Education and Skills within Children and Young People’s Services.

The post holder will be required to carry out the full range of duties of an Education Development Advisor but will also lead on all aspects of a negotiated area/s of the team’s work

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| **Duties and responsibilities** |

Listed below are the responsibilities this role will be primarily responsible for:

* To work effectively with the Inclusion and Alternative Provision Co-ordinator, to provide both strategic input and practical support which will enhance the quality of inclusive provision across all sectors,
* To work with schools and settings to develop a challenging curriculum that, within the current educational policy context, supports inclusive practice, engagement, high achievement and progression,
* To support schools and partner institutions’ Ofsted Inspections, to provide clear evidence of engagement and impact, and to outline the benefits of a collaborative approach to supporting a strong pastoral and nurturing ethos to promote inclusion,
* To promote achievements to key stakeholders, including supporting the sharing of best practice regionally and nationally in relation to inclusive provision and pastoral support,
* To develop tracking systems to support schools and settings to monitor the performance of pastoral and inclusive approaches and to arrange appropriate intervention to address identified needs and risks (academic/vocational/attendance/behaviour/SEND/exclusions),
* Develop a collective ownership across all schools and settings to support inclusive practice and relationship-based approaches to meet the needs of a diverse range children and young people,
* Maintain appropriate links and draw upon the expertise of other services to support improving the quality of inclusive practice and provision within all schools and settings and the quality of provision,
* Attend training, and actively seek opportunities to support own professional development needs, in order to stay abreast of current trends and developments in inclusive practice.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head of Service.

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| **Organisational responsibilities** |

**Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

**Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

**Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

**Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety Policy and procedures.

**Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

**Confidentiality**

To work in a way that does not divulge personal and/or confidential information during the course of their work and follow the council’s policies and procedures in relation to data protection and security of information.

**Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

**Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

**Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

**Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.

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| Person specification |
|  | Essential | Desirable |
| Qualifications | * Qualified Teacher Status or degree level in a related discipline plus education professional qualification,
* Professional development or further qualification in this specialist area.
 | * Either evidence of further study or further professional qualifications.
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| Experience | * Will have a proven track record of developing effective pastoral systems to support and improve inclusion and wellbeing,
* Will have provided effective leadership support within an inclusion/PRU or SEMH setting,
* Track record of working as part of a multi-agency team to develop early help and intervention,
* Has implemented effective change management.
 | * Experience of working in more than one setting,
* Experience of providing training or disseminating information to colleagues, particularly in specialist area.
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| Skills & Knowledge | * Will have a sound understanding of curriculum development and experience of successfully delivering academic and vocational. programmes with a proven track record of developing effective systems to support and improve inclusion,
* Will have up to date knowledge of current educational thinking around inclusive practice,
* Ability to manipulate and analyse data to identify trends and inform planning.
* Will be resilient and able to adapt their thinking to best meet the academic, social, emotional and behavioural needs of a diverse range of students,
* Excellent understanding of the SEND process,
* Ability to support emergency leadership requirements and secondment potential.
 | * Detailed knowledge of leadership, management, observation, planning and assessment in the sector,
* Experience of raising standards through the quality assurance of programme delivery, through observations, work scrutiny, assessing programme compliance and through stakeholder discussions.
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| Personal Qualities | * Excellent interpersonal skills and the ability to develop effective working relationships,
* Ability to work as part of a team,
* A willingness to work co-operatively with a range of professionals,
* The ability to communicate and negotiate with leaders from a broad range of institutions and organisations,
* Highly motivated and able to demonstrate initiative,
* Effective organisational skills,
* High standard of professionalism.
 | * Flexible approach to work and able to give a commitment to the requirements of the role,
* Ability to work outside normal hours from time to time,
* The ability to travel to, and between, various sites within the County to meet the deadlines of the job.
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