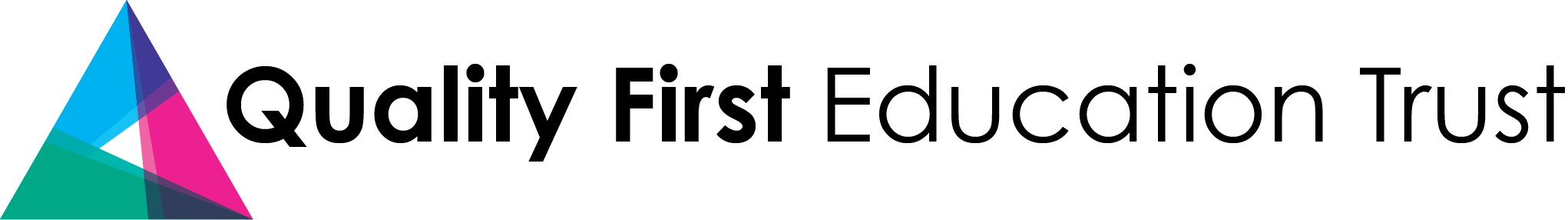
**JOB DESCRIPTION AND PERSON SPECIFICATION**

**DIRECTOR OF SEND/INCLUSION**

**Post title: Director of SEND/Inclusion**

**Responsible to:** CEO

**Grade and salary:** L3 to L8, Leadership Scale, Inner London (dependent on experience)

**Hours:** Two or three days per week (non class based), with the option to work for us full time by taking on additional school-based SENDCo role

**OVERVIEW**

We are looking for a qualified SEND/inclusion leader(NaSENCO qualification or equivalent) to work across our trust in a non-class-based role. The role is an exciting opportunity to develop and support provision for children with special educational needs and disabilities (SEND) across our group of four south London schools and play a significant role in influencing outcomes for hundreds of children.

**MAIN PURPOSE OF THE ROLE**

**Leadership and management of SEND provision across the Q1E trust,** including

* Developing and articulating a short, medium and long term strategic vision;
* Developing schemes of work, policies, assessments, interventions and documentation;
* Supporting SEND leaders and teachers to develop and improve their provision, including induction, mentoring, coaching, training, modelling and feedback;
* Ensuring that all children are provided with an excellent Quality First Education and that “whatever it takes” is done for those who need additional support;
* Ensuring effective implementation of the School Improvement Mantra to ensure continued improvement and a relentless drive for excellence and equality;
* Ensuring the trust achieves its aims that all children are safe, are excellent learners, have excellent social and emotional skills, achieve and succeed.

**RESPONSIBILITIES**

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| **Strategic development** |
| **To work as part of the trust’s central team** to:   * develop a vision for the future * establish the policies through which this shall be achieved * manage staff and resources to achieve the vision * monitor progress towards its achievement * communicate this vision across the trust |
| **Ethos** |
| **To contribute to the promotion of a positive ethos,** by:   * having a clear understanding of equal opportunities * seeking the very best opportunities and provision for all our children * valuing individuals * encouraging personal endeavour and responsibility * helping to maintain high morale and confidence * setting an example of high standards * helping to ensure the trust is truly inclusive |
| **Teaching, Learning, Curriculum and Standards** |
| **Leadership of SEND across the trust**, including:   * oversight and leadership of SEND provision at different schools within the trust as required. * developing schemes of work, policies, assessments, interventions and key documentation such as Education Health and Care Plans (EHCPs). * ensuring the delivery and continual improvement of a broad and balanced curriculum that meets legal requirements and provides effective challenge and support. * ensuring the effective management and continued improvement of teaching and learning. * ensuring equality of opportunity for all pupils so that they may achieve to the best of their ability. * monitoring pupil achievement including the analysis of performance data, in order to support the trust to ensure high standards of attainment and progress for all children, including those with SEND, EAL, those entitled to pupil premium, mobile pupils and vulnerable pupils. * modelling excellent planning, teaching and organisation for staff across the trust. |
| **Leading and Managing Staff** |
| **Leading others to develop SEND provision** by**:**   * writing, developing and delivering staff training, including INSET sessions. * providing excellent induction, support, mentoring and coaching for new and experienced teachers, including modelling provision and guiding colleagues’ eyes during observations. * leading group development activities for SEND leaders and teachers across the trust, delegating appropriately and evaluating outcomes. * preparing for, attending and contributing to structured and impactful meetings which ensure productive and effective communication, monitoring and decision-making where appropriate. * supporting and monitoring the continuing professional development programme for all staff to ensure equality of opportunity, with targeted development activities which promote school priorities. |
| **Communication and Partnership** |
| **To support the trust** by:   * supporting and developing effective professional and impactful dialogue within the trust. * engaging with and contributing positively to peer support and challenge as appropriate. * contributing to effective strategies to promote the engagement of the whole trust community. * reporting to the CEO, the Executive team and the Board of Trustees, as appropriate. |
| **Behaviour and Welfare** |
| * To promote the safety and well-being of all pupils and staff. * To be aware of, understand and undertake the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role. * To ensure that the Designated Safeguarding Lead is made aware and kept fully informed of any concerns you may have in relation to safeguarding and/or child protection. |
| **Resource Management** |
| * To manage trust resources appropriately and effectively. * To undertake efficient and effective financial management of allocated funds or budgets. * To support the CEO in deploying staff and resources in the best interests of all children and in line with development priorities. |
| **Other** |
| * To work with and support the CEO to ensure the best possible educational provision and standards for all, through engaging with and contributing to professional peer support and challenge within the trust and working to agreed Key Performance Indicators and targets. * To support outreach work with other schools, trusts and external bodies. * To undertake any other duties commensurate with the post as reasonably delegated by the CEO. |

The appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document and the required standards for Qualified Teacher Status and other current legislation. This job description may be amended at any time following discussion between the CEO and member of staff and will be reviewed annually.

**PERSON SPECIFICATION: Essential requirements for the role**

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| **Qualifications** |
| Degree |
| Qualified Teacher Status |
| National Award for SEN Co-ordination (NASENCo) or equivalent |
| Evidence of continuing professional development |
| **Experience** |
| Experience of successfully leading and developing SEND provision in a school |
| Experience of raising standards for children with SEND |
| Experience of curriculum development and innovation |
| Experience of effective staff training/development in SEND provision |
| Experience of SEND policy development |
| **Knowledge and Understanding** |
| Knowledge of the factors relating to high standards of pupil achievement |
| Knowledge of the principles and practice of school improvement, with an understanding of performance measures and approaches to improving standards |
| Knowledge of approaches to curriculum development and teaching & learning |
| Knowledge of the National Curriculum |
| Knowledge of current educational issues, recent developments and significant legislative changes |
| Understanding of the importance of meeting the needs of all pupils |
| Knowledge and understanding of the SEN code of practice |
| Knowledge and understanding of aspects of SEND and best practice approaches to meet these needs |
| Knowledge and understanding of Safeguarding procedures and regulations |
| **Skills and abilities** |
| Able to raise educational achievement |
| Able to improve provision through monitoring, guiding and exemplary practice |
| Able to set goals, plan and monitor outcomes |
| Able to implement, facilitate and manage change |
| Able to work co-operatively and collaboratively with colleagues |
| Able to communicate well orally and in writing, including articulating, summarising and presenting |
| Strong interpersonal skills with the ability to listen, persuade, negotiate and act collaboratively |
| Able to lead, inspire, motivate, support and manage others |
| Able to develop and articulate an inclusive vision |
| Able to develop and enhance the reputation of the Q1E trust |
| Able to innovate as well as to recognise and build on others’ good practice |
| Able to analyse, evaluate and make complex decisions |
| Able to appreciate and manage conflicting and diverse opinion |
| Able to challenge own work and that of others |
| Good IT and computer skills |
| **Personal Qualities** |
| A relentless drive for excellence and equality |
| High motivation, energy, enthusiasm and aspirations |
| Positive and proactive approach to change |
| Manages pressure with resilience and flexibility |
| A collaborative team player |
| Reliable and self-reliant |
| Engaging and approachable |
| Willingness to be accountable for decisions and take appropriate risks |
| High personal standards, with the personal and intellectual qualities required to set an example to others |