



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

DEPUTY SEND IMPROVEMENT LEAD

JOB DESCRIPTION

JOB SUMMARY:

1. Contribute to the Trust-wide Strategy for SEND.
2. Raise standards in learning and attainment through coordinating the provision for children with Special Educational Needs and Disability (SEND), monitoring standards and assessing progress across schools.
3. Contribute to the leadership and direction of a joined-up approach across all central service areas/provision (behaviour, attendance, safeguarding, curriculum) to deliver the highest levels of inclusion, attainment, achievement, and attendance for all young people with SEND.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. SEND Strategy and Capacity

- 1.1 Support the development and delivery of a Trust-wide strategy for SEND.
- 1.2 Contribute to the development of policy, procedures and embed best practice at strategic and operational level for provision for pupils with SEND.
- 1.3 Secure consistently high standards of SEND support in all Trust schools through the introduction and embedding of the Trust's SEND strategies, policies, and procedures.
- 1.4 Work with Trust Senior Leaders, SEND Improvement Lead and Principals on the strategic development of provision for pupils with SEND.
- 1.5 Be involved in the appointment of SENCOs and provide training and coaching support for SENCOs with regard to:
 - i. Leadership strategies and effective systems and processes for the management of SEND.
 - ii. The four broad areas of need – communication and interaction, cognition and learning, social, emotional, and mental health difficulties and sensory and/or physical needs.
- 1.6 Work collaboratively with the SEND Improvement Lead to monitor the quality of the SEND provision and disseminate good practice as appropriate.
- 1.7 Audit support plans for pupils with SEND ensuring they are used well, and support progress each term.
- 1.8 Identify key professional development needs and ensure appropriate training is delivered to all relevant staff and monitored for effectiveness.
- 1.9 Contribute to leading and coordinating CPD on improving the provision for pupils with SEND.
- 1.10 Contribute to developing and maintaining a team culture that enables all members of staff to be effective in their respective roles in relation to SEND and Pupil Premium.

- 1.11 Work collaboratively with other professionals, as directed by the SEND Improvement Lead to ensure alignment of Trust-wide instructional leadership, behaviour, attendance, safeguarding and SEND strategies.
- 1.12 Prepare and contribute to regular reports for school and Trust senior leaders on SEND.

2. SEND Provision

- 2.1 Support and advise schools on all aspects of SEND provision, in-person and virtually, as directed by the SEND Improvement Lead.
- 2.2 Support the SEND Improvement Lead to commission and quality assure SEND specialist services (e.g. Speech and language therapy) to support schools across the Trust.
- 2.3 Support and Quality assure the work of the SENCo across schools as directed by the SEND Improvement Lead.
- 2.4 Support the SEND Improvement Lead to operate a national network of SENCOS.
- 2.5 Contribute to the development of resources to support and guide the work of schools and SENCOS in making excellent provision for pupils with SEND.
- 2.6 Secure high-quality teaching and learning for pupils with SEND ensuring the effective implementation of statutory requirements within Education Health and Care Plans and supporting outcomes within Pupil Support Plans - Individual Education Plans, Individual Behaviour plans.
- 2.7 Contribute to curriculum development to ensure that pupils with SEND experience a deep and rich curriculum (including careers provision/leadership specialism).
- 2.8 Support each school to establish a nurturing culture and bespoke provision for pupils with complex needs.
- 2.9 Support SENCOS in the successful deployment of staff and resources across their school.
- 2.10 Set up systems for identifying SEND and assessing and reviewing SEND provision.
- 2.11 Undertake reviews of SEND provision/provision mapping in Trust schools including statutory provision and resourcing required.
- 2.12 Ensure that schools have a functionable SEND register and provision map and that the progress of pupils with SEND is reviewed and maintained as per the graduated approach.
- 2.13 As necessary, advise on all aspects of Education, Health and Care plans, including applications and reviews, and support schools with effective and productive liaison with their local authority.
- 2.14 Provide advice and guidance to schools on making reasonable adjustments to meet the needs of individual or specific groups of pupils with SEND.
- 2.15 Be responsible for promoting and safeguarding the welfare of children with SEND in Trust schools.
- 2.16 Ensure that all schools have appropriate access examination arrangement systems, procedures and staffing in place.

3. SEND Performance

- 3.1 Work with Trust Education Leads to review and set targets for raising achievement among pupils with SEND.
- 3.2 Analyse specialist assessment and performance data at individual school and Trust level on a half termly basis with a view to improving outcomes for pupils with SEND.

4. Relationships and Partnerships

- 4.1 Develop strong relationships and effective working arrangements with Trust and school staff.
- 4.2 Motivate and enable SENCOs to carry out their roles to the highest standard through coaching and professional development.
- 4.3 Establish effective partnerships with relevant Local Authorities and encourage the participation of leaders and teachers in local SEND networks where this will lead to improved outcomes for pupils.

5. Funding/Budget Management

- 5.1 Ensure that the budget allocated is used effectively and efficiently to maximise its impact on the achievement of the best possible outcomes for pupils.
- 5.2 In keeping with the Trust's financial systems, ensure that budgetary controls are effective and expenditure is managed effectively.

6. Accountability

- 6.1 Be accountable to the Trust for performance and outcomes of pupils with SEND for those schools where support is provided directly.
- 6.2 Support reporting on a regular basis and as required to the Executive Directors of Education, Trust SLT, Board of Trustees and Academic Board on performance of pupils with SEND.

7. Other Responsibilities

- 7.1 Continuously develop own professional practice and keep up to date with all relevant policy developments.
- 7.2 Contribute to the wider work of the Trust, its schools and its communities through partnership working, sharing of expertise and knowledge and voluntary out of hours work.
- 7.3 Exercise a Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- 7.4 Identify and prioritise research and CPD opportunities for the leadership of SEND.
- 7.5 Carry out any such duties as may be reasonably required by the Chief Executive and the Executive Directors of Education.

8. Special Conditions

- 8.1 There will be some requirement to travel across Trust schools nationally and this may warrant overnight stays.

9. Records Management

- 9.1 All staff who create, receive and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with the Trust. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Contract'



Star

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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	Graduate with Qualified Teacher Status.	E	✓	✓
2.	SENCO qualification or equivalent.	E	✓	✓
3.	Evidence of continued professional development in inclusive practices.	E	✓	✓
4.	Masters level qualification.	D	✓	✓
EXPERIENCE				
5.	Substantial experience as a SENCo	E	✓	✓
6.	Substantial experience as a senior leader in school, MAT or as an Education Adviser including responsibilities for Special Educational Needs.	D	✓	✓
7.	Coaching and mentoring colleagues.	E	✓	✓
8.	Able to demonstrate substantial and successful experience of service leadership and management in Inclusion.	E	✓	✓
9.	Experience in the analysis of performance data and its use to secure improvement.	E	✓	✓
10.	Proven experience of effective collaborative working and stakeholder engagement.	E	✓	✓
11.	Experience of designing and delivering effective professional development.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
12.	Up to date knowledge in SEND, including national policy, pedagogy, curriculum, assessment, behaviour management strategies, inspection findings and statutory requirements.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
13.	In depth knowledge of assessment options which enable better understanding of the needs of children and young people.	E	✓	✓
14.	Knowledge and understanding of key partnerships and processes that meet the needs of children and young people with SEND.	E	✓	✓
15.	In depth working knowledge of processes which support the application for and administering of examination access arrangements.	E	✓	✓
16.	The skills and knowledge to design effective professional development programmes and materials.	E	✓	✓
17.	The ability to plan strategically across a number of schools and to quality assure implementation.	E	✓	✓
18.	Excellent interpersonal and communication skills.	E	✓	✓
19.	Well-developed coaching and mentoring skills.	E	✓	✓
20.	The ability to embrace, adopt and put in to practice the Trust's approach to inclusion.	E	✓	✓
21.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	E	✓	✓
22.	The ability to analyse performance data and use it to secure improvement.	E	✓	✓
23.	The ability to write concise and accessible reports.	E	✓	✓
PERSONAL QUALITIES				
24.	An inspiring leader with personal drive and tenacity to motivate, empower and support individuals.	E	✓	✓
25.	Confident and willing to challenge traditional assumptions.	E	✓	✓
26.	Energetic, enthusiastic and resilient, along with being action and solution focussed.	E	✓	✓
27.	Politically sensitive in the complex environment of safeguarding.	E	✓	✓
28.	Committed to self-development and the development of others.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
29.	Highly resilient and determined in the face of challenges.	E	✓	✓
30.	A strong commitment to the Trust's values of 'Service, Teamwork, Ambition and Respect'.	E	✓	✓
31.	A strong commitment to supporting and promoting safeguarding, equality and diversity.	E	✓	✓
32.	Supportive of the Mixed Multi-Academy Trust Model and ethos of the Trust.	E	✓	✓
33.	Current driving licence and willingness to travel.	E	✓	✓