

Job Description

KEY INFORMATION	
Post title:	Director of SEND and Safeguarding
Grade:	L11 – L15
Responsible to:	Director of School Improvement
Responsible for:	Inspire AP Head of Centre Supervision of SENDCos and Designated Safeguarding Leads

OVERALL PURPOSE OF JOB
Be responsible for the strategic direction and development of safeguarding, SEND and inclusion across the trust.

MAIN DUTIES AND RESPONSIBILITIES	
1	Lead the trust-wide strategy for SEND
2	Lead the trust's SEND and DSL Safeguarding Network Groups, direct a joined-up approach across all provision (behaviour, attendance, safeguarding, curriculum) to deliver the highest levels of inclusion, attainment, achievement and attendance for all young people with SEND and/or who are vulnerable
3	Engage with research, national bodies, sources of excellence and the wider practitioner community to continually improve and enhance provision for the most vulnerable children and young people in the trust
4	Champion best practice and inspire all practitioners to enable every child and young person to achieve their potential
5	Maintain an up to date knowledge of change in safeguarding and SEND legislation and research, providing leaders, DSLs and SENDCos with updated information and recommended responses as necessary
6	Ensure school websites effectively fulfil the statutory requirements for the publication of SEND and safeguarding information
7	Ensure high quality information regarding the trust, school and local offer is available to parents
8	Advise on all aspects of SEND and safeguarding arrangements across the trust
TEACHING AND LEARNING	
9	Plan, coordinate and evaluate all SEND and safeguarding training for staff, trustees and local governors

10	Raise standards in learning and attainment through quality assuring, coordinating and developing the provision for children with Special Educational Needs and Disability (SEND) and for those who are vulnerable; monitoring standards and assessing progress across all trust schools
11	Secure high-quality teaching and learning for pupils with SEND and/or who are vulnerable ensuring the effective implementation of Education Health Care Plans, Pupil Support Plans, Individual Education Plans, Individual Behaviour plans and systems in place to ensure the graduated approach is used well
12	Ensure adequate training and staff development needs are met in order to ensure that the ambition for pupils with SEND and those who are vulnerable is as high as it is for all students
13	Support SENDCos to implement effective approaches to setting baselines for pupils who have SEND and monitoring progress against these (attainment and wellbeing measures)
14	Analyse assessment and performance data at individual school and trust level on a termly basis with a view to improving outcomes for pupils with SEND
15	Work with trust and school leaders to contribute to and review curriculum development ensuring that SEND pupils experience an ambitious curriculum
16	Be accountable for the attendance, performance and outcomes of pupils with SEND
17	Be accountable for performance of vulnerable pupils including those in care or post-adoption
18	Develop strategies to engage the learner voice for children and young people with SEND to secure views about provision and future opportunities to help ensure the SEND offer continues to meet young people's aspirations and expectations
19	Support each school to establish a nurturing culture and bespoke provision for pupils with a range of additional, medical and complex needs
LEADERSHIP AND MANAGEMENT	
20	Leadership and oversight of the trust's alternative provision, Inspire, including line management of the Head of Centre
21	Motivate and enable SENDCos and DSLs to carry out their roles to the highest standard through coaching and professional development
22	Establish effective partnerships with other trusts and the local authority to develop and improve SEND and safeguarding provision
23	Encourage and support the participation of leaders and teachers in local SEND networks to enable improved outcomes for pupils
24	Work with trust leaders, school leaders, DSLs and SENDCos to develop provision for family support for those who are most vulnerable

25	Support SENDCOs and school leaders in the successful deployment of staff and resources across their school
26	Develop, commission and quality assure SEND specialist services (e.g. Educational Psychologists) to support schools across the trust
27	Work with the CFO to ensure efficiencies are gained in any cross-trust provision
28	Ensure every school has effective leadership of SEND and quality assure this work
29	Ensure every school has effective leadership of safeguarding and quality assure this work
30	Develop, where appropriate, trust guidance to facilitate the work of leaders, SENDCOs and staff in making excellent provision for pupils with SEND
31	Report on a regular basis and as required to the CEO, Board of Trustees and the Education and Standards Committee on the performance of pupils with SEND
32	Undertake wider school improvement activity as necessary, under the direction of the CEO and play an active role in contributing to the development and future direction of the trust
33	Manage the performance of direct reports and contribute to the performance management of DSLs and SENDCOs
34	Coordinate collaboration and shared practices across the trust schools to upskill staff teams and promote continuous learning and development

GENERAL RESPONSIBILITIES	
1	Uphold professional standards for the role and follow all school and trust policies and procedures.
2	Comply with Child Safeguarding Procedures and adhere to the trust's Child Protection and Safeguarding Policy at all times.
3	Participate in performance management and take part in appropriate training and development activities.
4	Maintain confidentiality in all areas of work and process personal and sensitive information in accordance with relevant legislation.
5	Undertake other reasonable duties as requested, in accordance with the changing needs of the organisation.

Person Specification

All points are essential unless otherwise specified

Qualifications	
1	Good honours degree in a relevant subject, or equivalent
2	A professional teaching qualification and/or QTS or equivalent (e.g. QTLS)
3	Evidence of recent and relevant CPD in relation to SEND
4	Minimum DSL Level 3 qualification or equivalent
5	<i>Further qualifications relevant to the role (desirable)</i>
Experience	
1	Experience leading SEND and safeguarding in one or more schools
2	Experience of teaching learners with a range of additional needs
3	Knowledge and experience of the annual review process
4	Experience in the role of Designated Safeguarding Lead across one or more schools
5	Evidence of professional expertise in managing safeguarding across one or more schools
6	Experience in providing safeguarding support and training to staff
7	Wide experience of managing complex cases, allegations and contextual safeguarding issues
8	Evidence of experience in narrowing the gap for vulnerable pupils and those with additional needs
9	<i>Experience of working in primary, secondary and alternative provision settings (desirable)</i>
10	<i>Experience of reporting to Trustees / Local Governors (desirable)</i>
11	<i>Experience as an Ofsted inspector, or willingness to train (desirable)</i>
Skills/Knowledge/Abilities	
1	Excellent understanding of the EHCP statutory assessment process
2	Confidence in managing staff performance
3	Confident understanding of SEND funding and negotiating with local authorities
4	Ability to use data to inform strategy and whole school/trust improvement

5	Understanding of strategic provision mapping and the development of SEND provision
6	Deep understanding, knowledge and commitment to safeguarding and promoting the welfare of children and young people
7	Knowledge of transition processes for pupils
8	Knowledge, understanding and commitment to equality, diversity and inclusion formed by practical experience and application
9	<i>Knowledge of statutory guidance/legislation in relation to exclusions, appeals, tribunals and SEND (desirable)</i>
10	<i>Understanding of the Fair Access process (desirable)</i>
Personal Attributes	
1	Resilience and determination to overcome barriers for pupils with SEND and vulnerable learners
2	Confidence in dealing with challenging conversations and adhering to policies and procedures
3	Commitment to aspirational outcomes for pupils with SEND and vulnerable learners
4	Ability to influence, persuade and implement cultural change
5	Ability to meet deadlines and complete tasks within given timescales
6	Ability to work alongside and collaboratively with stakeholders including local authorities and support services
7	Ability to form and maintain appropriate relationships and personal boundaries with pupils and staff
8	Solution-focused approach to problems and competing priorities
9	Confidence in championing the needs of pupils
Safeguarding	
1	Demonstrate a commitment to safeguarding children and ensuring the welfare of children
2	Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour
3	Satisfactory Enhanced DBS check