



STAR ACADEMIES

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

DIRECTOR OF SEND

JOB DESCRIPTION

JOB SUMMARY:

1. Lead 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. Lead and direct 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 Develop and deliver a Trust-wide strategy for SEND.
- 1.2 Develop 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 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 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 Lead and coordinate CPD on improving the provision for pupils with SEND.
- 1.10 Ensure the development and maintenance of 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 to ensure alignment of Trust-wide instructional

leadership, behaviour, attendance, safeguarding and SEND strategies.

- 1.12 Prepare regular reports for school and Trust senior leaders on SEND.

2. SEND Provision

- 2.1 Advise on the SEND arrangements across the Trust.
- 2.2 Commission and quality assure SEND specialist services (e.g. Educational Psychologists) to support schools across the Trust.
- 2.3 Ensure every Star school has a SENCO and quality assure their work.
- 2.4 Operate a national network of SENCOs.
- 2.5 Develop a handbook to 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 Education Health Care Plans, Pupil Support Plans - Individual Education Plans, Individual Behaviour plans.
- 2.7 Contribute to curriculum development to ensure that students 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.
- 2.12 Ensure that the progress of pupils with SEND is reviewed and maintained on the School's SEND register.
- 2.13 As necessary, advise on applications for Education, Health and Care plans alongside the Principal & SENCO.
- 2.14 Provide advice and guidance to schools on making reasonable adjustments to meet the needs of pupils with SEND.
- 2.15 Be responsible for promoting and safeguarding the welfare of children with SEND in Trust schools.

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. Pupil Premium

- 4.1 Lead on the development of Trust-wide pupil premium policies.
- 4.2 Support in the management and delivery of provision for Pupil Premium pupils to ensure that the Pupil Premium funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education.
- 4.3 Support with the implementation, monitoring and review of school's Pupil Premium provision ensuring that it is high quality and high impact.

5. Relationships and Partnerships

- 5.1 Develop strong relationships and effective working arrangements with Trust and school staff.
- 5.2 Motivate and enable SENCOs to carry out their roles to the highest standard through coaching and professional development.
- 5.3 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.

6. Funding/Budget Management

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

7. Accountability

- 7.1 Be accountable to the Trust for performance and outcomes of pupils with SEND.
- 7.2 Report 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.

8. Other Responsibilities

- 8.1 Continuously develop own professional practice and keep up to date with all relevant policy developments.
- 8.2 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.
- 8.3 Exercise a Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- 8.4 Identify and prioritise research and CPD opportunities for the leadership of SEND.
- 8.5 Carry out any such duties as may be reasonably required by the Chief Executive and the Executive Directors of Education.

9. Special Conditions

- 9.1 You will be required to travel across Trust schools nationally.

10. Records Management

- 10.1 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 Star Academies. 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 Academies Contract'



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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 senior leader in school, MAT or as an Education Adviser including responsibilities for Special Educational Needs. | E | ✓ | ✓ |
| 6. | Coaching and mentoring colleagues. | E | ✓ | ✓ |
| 7. | Able to demonstrate substantial and successful experience of service leadership and management in Inclusion. | E | ✓ | ✓ |
| 8. | Experience in the analysis of performance data and its use to secure improvement. | E | ✓ | ✓ |
| 9. | Proven experience of effective collaborative working and stakeholder engagement. | E | ✓ | ✓ |
| 10. | Experience of designing and delivering effective professional development. | E | ✓ | ✓ |
| ABILITIES, SKILLS AND KNOWLEDGE | | | | |
| 11. | 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 |
| 12. | Knowledge and understanding of key partnerships and processes that meet the needs of children and young people with SEND. | E | ✓ | ✓ |
| 13. | The skills and knowledge to design effective professional development programmes and materials. | E | ✓ | ✓ |
| 14. | The ability to plan strategically across a number of schools and to quality assure implementation. | E | ✓ | ✓ |
| 15. | Excellent interpersonal and communication skills. | E | ✓ | ✓ |
| 16. | Well-developed coaching and mentoring skills. | E | ✓ | ✓ |
| 17. | The ability to embrace, adopt and put into practice the Trust's approach to inclusion. | E | ✓ | ✓ |
| 18. | The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience. | E | ✓ | ✓ |
| 19. | The ability to analyse performance data and use it to secure Improvement. | E | ✓ | ✓ |
| 20. | The ability to write concise and accessible reports. | E | ✓ | ✓ |
| PERSONAL QUALITIES | | | | |
| 21. | An inspiring leader with personal drive and tenacity to motivate, empower and support individuals. | E | ✓ | ✓ |
| 22. | Confident and willing to challenge traditional assumptions. | E | ✓ | ✓ |
| 23. | Energetic, enthusiastic and resilient, along with being action and solution focused. | E | ✓ | ✓ |
| 24. | Politically sensitive in the complex environment of safeguarding. | E | ✓ | ✓ |
| 25. | Committed to self-development and the development of others. | E | ✓ | ✓ |
| 26. | Highly resilient and determined in the face of challenges. | E | ✓ | ✓ |
| 27. | A strong commitment to the Trust's values of 'Service, Teamwork, Ambition and Respect'. | E | ✓ | ✓ |
| 28. | A strong commitment to supporting and promoting safeguarding, equality and diversity. | E | ✓ | ✓ |
| 29. | Supportive of the Mixed Multi-Academy Trust Model and ethos of the Trust. | E | ✓ | ✓ |

| | | | Assessed by: | |
|-----|--|-------------------------|--------------|--------------------|
| No | CATEGORIES | Essential/ Desirable | App Form | Interview/ Task |
| 30. | Current driving licence and willingness to travel. | E | ✓ | ✓ |