

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Director of Special Educational Needs and Disabilities
CONTRACTED HOURS	Full time / year-round
LOCATION	Haverhill, Central Trust Team
GRADE / SCALE POINT – SALARY	Leadership range L31-L35 (with extension to L36-L37 for exceptional performance)
REPORTING TO	Georgina Ellis, Executive Director of SEND
RESPONSIBLE FOR	Headteachers at designated schools

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2026 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

CORE JOB PURPOSE

- Lead improvement to excellence across the trust's schools so that they are achieving top quartile performance.
- Promote and develop the trust's local, regional and national profile.
- Champion high quality professional development as a distinctive feature of the trust.
- Promote and implement the vision of the trust to achieve a step change through:
 - a common vision of excellence
 - a high quality model of how excellence is achieved
 - geographical hubs of schools in close proximity which understand their specific communities and serve them with distinction.
- Inspire and enable leadership characterised by ethical leadership, an ambition for improvement at pace and the expectation that remarkable improvements can be achieved.
- Inspire and enable leaders to develop high quality education where every child in its schools is known, valued and supported to succeed, agreed minimum expectations of practice in schools are based on robust evidence and evaluation and the trust is known for its commitment to and success with vulnerable pupils and those with special educational needs.
- Line manage headteachers and other relevant central team staff to facilitate an inclusive culture within the trust and promote excellence in recruitment, training and performance.
- Be deployed to any school within the trust as an Executive Headteacher and undertake all associated roles and responsibilities as required by the Executive Director of SEND and CEO.

KEY TASKS AND RESPONSIBILITIES

- To be a designated Director for SEND, providing strategic leadership in this area and reporting on key issues to the Executive Trust Team and Trust Board.

- To undertake Trust SEND reviews and support the implementation of actions and response to national policy changes as they arise from changing legislation.
- To initiate, develop and provide strategic policy guidance related to special educational needs on behalf of the Trust, ensuring effective consultative work with schools and other stakeholders as appropriate.
- To work with the Headteachers of mainstream and SEN provisions to create an effective pathway for all issues arising from or related to SEND and ensuring an inclusive education for all.
- To support academies in fulfilling their statutory responsibilities within the SEND Code of practice including the implementation of Education, Health and Care Plans
- Lead and manage SEND and Inclusion work focusing in on improving outcomes for children and young people with SEND.
- Represent the Trust with partner agencies such as local authorities, health and social care providers, other academy trusts and schools.
- Oversee work with partner agencies and therapy services to ensure accessibility of services relevant to children with SEND and their parents.
- Ensure SEND services are delivered effectively and reviewed regularly to ensure development and improvement of the services.
- Contribute to the development of professional practice in meeting the needs of learners with SEND in our schools and support the development of ambitious criteria and high expectations to meet the needs of children with SEND throughout the Trust.
- Commission provision and capacity within our schools for specialist SEND support to lead to better outcomes for children, young people.
- Liaise with our schools to ensure integrated approaches to the delivery of casework management, policy and planned provision and build capacity to support effective services for all children with SEND within the Trust.
- Monitor the performance in schools and settings of SEND pupils with a focus on improving outcomes.
- Work with school SENCOs to monitor and evaluate the allocation of 'high needs' resources to pupils through the banding system.
- To continually review the SEND primary needs profile of children in the Trust and ensure the service for them is strong and expertise is developed in Trust staff.
- Support schools in addressing complaints and concerns from parents about any aspect of SEND service delivery.
- To establish and review robust early intervention and safeguarding practice with respect to services managed and the commissioning of places for children and young people with SEND.
- Work with other stakeholders to ensure an effective education psychology service which focuses on early intervention, supporting the most vulnerable children and ensuring high quality statutory review.
- Oversee the effective provision of our special schools.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. You will be responsible for promoting and safeguarding the welfare of all children with whom you come into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.

2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Executive Director of SEND and Chief Executive which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIREABLE
KNOWLEDGE		
Qualifications	<p>Recognised QTS</p> <p>Educated to degree or equivalent level and evidence of continual professional development at post graduate level.</p>	Management training.
Knowledge	<p>A thorough knowledge and understanding of legislation relating to SEN inclusion and Children’s Services, coupled with significant experience as a senior manager within with SEN and inclusion field.</p> <p>Understanding of effective inclusive practice in schools and colleges.</p> <p>Knowledge and understanding of key partnerships and processes that meet the needs of children and young people with SEN.</p> <p>Understanding of demography and the wider socio-economic context of the locality of our schools within our trust.</p> <p>Understand the funding mechanisms for high needs block services.</p>	
Experience	<p>Able to demonstrate substantial and successful experience of service leadership and management in SEN.</p> <p>Substantial experience as a Headteacher or as an Education Adviser including responsibilities for Special Educational Needs</p> <p>Evidence of successful budgetary management and control in relation to high cost services.</p> <p>Demonstrable evidence of leading cross functional teams in high pressure and 'exposed' environments, including evidence of where you have contributed towards their personal and collective development</p> <p>Experience of working with partner agencies in the delivery of strategic objectives (e.g. NHS, social care)</p>	Experience in one or more schools.

	<p>Evidence and experience of managing conflict between different stakeholders who may have different requirements and expectations.</p> <p>Evidence of integrating diversity policy into working practices and ability to identify how and where such a progressive policy can add clear value to overall outcomes.</p> <p>Experience of working at a senior level with responsibility for SEN.</p> <p>Experience promoting, leading and delivering strategies to secure value for money, continuous service improvement and the development of quality customer focused services.</p> <p>Experience in teaching or professional links with education delivery in schools.</p>	
<p>Skills and Aptitudes</p>	<p>Demonstrable evidence of commitment to roles undertaken and ownership of the outcomes achieved.</p> <p>Ability to interpret, model and articulate a strong strategic vision for service quality and continuous improvement.</p> <p>Ability to challenge and negotiate with schools over their requirements.</p> <p>Excellent communication skills able to meet the requirements and demands of different stakeholders – written, presentational, negotiation and conversational skills.</p> <p>Strong leadership skills, including the ability to both lead and support, while maintaining high levels of accountability throughout the organisation.</p> <p>The ability to operate effectively in a team environment ensuring team operate in a professional manner with issues dealt with promptly.</p> <p>Self-motivator who is able to demonstrate high levels of self-discipline, initiative and who is able to manage to strict and demanding deadlines.</p>	<p>Experience of effective working with governors.</p> <p>Ability to foster links with local community and with other schools, locally and nationally.</p> <p>Ability to motivate commitment among all staff groups and to lead staff meetings.</p> <p>Sympathetic to the ethos of the school.</p>

High levels of political sensitivity, recognising both formal and informal political scenarios within an organisation.

High standards of professional integrity, whilst being resilient, determined and confident.

Ambitious, driven, approachable and accessible.

Ability to liaise successfully and promote the work of the SEN service with other agencies and stakeholders.