

APPLICATION PACK

Inclusion Manager

April 2024

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Please refer to all the documents listed above prior to completing your Application Form

About Priestley College

Priestley College is a founder member of The Challenge Academy Trust (TCAT) which currently consists of 9 schools and the College, working together to deliver a cohesive education pathway from primary through to sixth form.

We are an inclusive college with a consistent record of high achievement. We offer around 70 A-Level and Vocational courses and we are a college of several firsts.

The quality of education we provide in Science, Technology, Engineering and Maths was recognised when we became the first dedicated sixth form in the country to receive STEM-assured status.

In September 2020, Priestley was chosen to be among the first tranche of colleges to provide T-Levels. In the same year our rugby academy became the first in the UK to receive 'dual status' as both boys and girls were excelling.

In its most recent OFSTED report the College was praised by inspectors who said 'teachers ensure students develop the skills and knowledge they need to be successful in their qualifications and in their working life'.

In 2021 Priestley retained its matrix accreditation after an inspection found the quality of advice and guidance it provided met the internationally-recognised standard.

There are now over 2000 students at Priestley with the latest investment a £1.5M technology centre that boasts more than 200 computers. The Crescent Building has also been extended to provide extra café and study space whilst the Performing Arts facilities have been modernised. More than £15M has been invested in the campus since 1999 on projects including the Learning Resource Centre and an all-weather sports pitch.

Priestley's growth in numbers has also gone hand in hand with increasing the range and scope of provision as well as significant improvements in quality.

By responding to student demand and national curriculum development, we have been able to broaden the choice by offering new curriculum lines.

Priestley is not a college that stands still. All teachers and staff constantly look for ways to improve in order to make the biggest difference to the highest number of young people.

The College's goal will always be to inspire, challenge and support its students to ensure they reach their full potential.

Inclusion Manager (SEND)

About the Post and How to Apply:

The Inclusion Manager plays a pivotal role within our College, ensuring that all students, regardless of their individual needs or abilities, have equal access to education and support. As the Inclusion Manager, you will be responsible for leading the provision of special educational needs and disabilities (SEND) support, working collaboratively with staff, students, parents, and external agencies to create an inclusive learning environment. Your role encompasses identifying and assessing the needs of students with SEND, developing and implementing personalised support plans, and providing guidance and training to staff to effectively meet the diverse needs of our student population. Through your expertise and dedication, you will champion inclusive practices, promote positive outcomes for students with SEND, and contribute to the college's commitment to excellence, equity, and student well-being.

We would welcome applications from candidates who have significant teaching experience in either a support or teaching role.

Responsible to: The Assistant Principal Student Support Services

Liasing with: SLT, Faculty and Teaching staff, Support Staff Departments (for example MIS, Examinations, Progress Tutors, Marketing and IAG Manager) and Pastoral Heads.

Post Details: Full Time, Permanent.

Start Date: Start of the academic year 2024 - subject to successful pre-employment checks including an enhanced DBS check *or a check against the DBS Update Service if registered*

Contractual Terms: NJC Terms and Conditions for Teaching Staff in Sixth Form Colleges/ NJC Terms and Conditions for Support Staff in Sixth Form Colleges (as appropriate)

Salary: Competitive salary.

Pension Scheme: Teachers' Pension Scheme/ Local Government Pension Plan (as appropriate)

Application Deadline: 12 noon on 29th April 2024.

Interviews: It is anticipated that interviews will be held as soon as possible following the closing date.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

How to Apply:

The application form is in word format and ***should be downloaded to your pc and saved***, then completed electronically (CVs will not be accepted). It is important that you complete all relevant sections of the form accurately. If you require assistance in completing your application, or require information providing in a different format, please contact HR. You are reminded that providing false information is an offence and could result in your application being rejected or summary dismissal if you are later selected; and possibly referred to the police.

Your application should be returned to hr@priestley.ac.uk or in hard copy format by hand, or posted to: **HR Department, Priestley College Loushers Lane, Warrington WA4 6RD**. Incomplete applications will not be accepted.

Safeguarding and Safer Recruitment in Education

The College is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, governors and volunteers to share this commitment. Our Safeguarding Policy and our DBS and Ex-Offenders Policy (incorporating our Policy Statement on the Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information) can be accessed on the link to our website, as given above.

As an organisation using the DBS (Disclosure and Barring Service) to help assess the suitability of applicants for positions of trust, Priestley College complies fully with the DBS Code of Practice. For information relating to the DBS please visit www.gov.uk/government/organisations/disclosure-and-barring-service/about and for information relating to the DBS Update Service visit www.gov.uk/dbs-update-service We also comply with our obligations under the Data Protection Act 1998.

The successful applicant will be required to obtain an Enhanced DBS certificate for the **Child Workforce** (which must be shared with the HR Department within 28 days of its issue) or if already registered with the Update Service, provide their certificate, and their registration number to enable the College to carry out an on-line check. All information received will be treated in the strictest confidence and will not necessarily debar a candidate for consideration of appointment.

Equality and Diversity

The College as an Equal Opportunities employer aims to promote and maintain equality of opportunity as outlined in our Equal Opportunities Policy. We monitor the diversity of applicants. We would therefore ask you to support us in completing and returning our **Equal Opportunities Monitoring Form**. Information supplied will be treated in confidence and will only be used to assist our monitoring process. Applicants with a disability who meet the essential criteria will be guaranteed an interview.

Invitation to Interview

Applicants who are successful in being short-listed will be contacted by the HR Department by telephone and email and will be given details of interview arrangements. If you have not been contacted you should assume that unfortunately you have not been short-listed on this occasion. Applicants who require any special arrangements or adjustments should contact the HR Department prior to attendance at interview. Applicants declaring a disability will be contacted in order that, wherever possible, appropriate adjustments can be made to support them throughout the selection process.

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Evidence of Identity

Applicants invited for interview will be required to produce at interview evidence of their identity, i.e. a current valid Passport, a current Driving Licence, and/or a Birth Certificate (issued at the time of birth, full or short form). In addition, a document issued within the last 3 months which confirms your current address (e.g. bank/building society statement or a utility bill – a mobile telephone bill is not acceptable). Also required is a document confirming a Right to Work in the UK (if applicable).

In addition, applicants will be asked to provide evidence at interview of qualifications which are relevant to the post applied for. If certificates are not able to be provided at the interview stage, they must be provided by the successful applicant *prior* to taking up appointment.

References (Safeguarding Requirement)

If you are invited to attend for interview, the College will approach your referees prior to interview. One of your nominated referees must be of a professional nature (i.e. from your **current or most recent employer**). Referees should not both be from the same employer wherever possible. If you are not currently working with children or young people but have been employed in such a capacity previously we require one nominated referee from that employment.

Offer of Appointment

Any offer of employment with the College (TCAT) will be subject to mandatory pre-employment checks which will include a DBS check, satisfactory references, evidence of qualifications (e.g. teaching and professional certificates), proof of health and physical capacity to undertake the role (i.e. an occupational health check), and confirmation of the Right to Work in the UK (if applicable).

Job Description

Inclusion Manager (SEND)

At Priestley College we value:

- Learning and the enjoyment of learning
- Each individual and their needs and aspirations
- Achievements and success which are both personal and academic
- Effort and endeavour to maximise a person's full potential
- Partnership based on respect and equality

Job Purpose:

- Providing vision, leadership and direction for the College's Learning Support Team.
- Promote a culture of excellence, equality and high expectations.
- To contribute to the College's culture of inclusion and its Mission to promote social mobility and diminish any difference in progress between groups of students specifically targeting students who are disadvantaged.
- To have strategic responsibility for Learning Support.
- To work with the Assistant Principal to develop strategies that support student progress; from pre-registration to graduation from College onto employment, higher education and /or training
- To ensure and promote compliance with the SEND Code of Practice, the DDA/Equality Act, and all relevant legislation.
- To support and promote an inclusive culture throughout College enabling all students to achieve their best, overcoming barriers to learning and participation through effective inclusion for all students including those with SEND and/or impacting health issues
- To promote continuous improvement by contributing to the College's quality assurance and quality improvement procedures.
- To work with colleagues across College in the drive to create an inclusive culture where difference is celebrated and where teaching, learning and support enable students with SEND to achieve their academic potential.

Key Responsibilities:

- To work with the Operations and Curriculum Teams to provide effective support for all learners, particularly those with additional needs.
- To advise and support teachers on effective research-informed strategies for supporting students with SEND in order to achieve high levels of retention and high success rates.
- To line manage and coordinate the deployment and work of the Learning Support Team.
- To work closely with the Operations and Curriculum Teams to ensure support information is used effectively by staff to support students in the teaching and learning environment
- To promote full access to digital technology for SEND students, learning support staff and teachers.
- To work with the Operations Team to ensure that College policies and procedures are applied consistently and effectively across the College.
- To manage the recruitment procedures for Learning Support Assistants and take part in the recruitment for other staff where appropriate.
- To manage and coordinate the High Cost Student and EHC Plan provisions, College response and review procedures in line with LA and Statutory advice and guidance and to develop capacity to grow the response teams within the Learning Support Team.
- To work with local authorities, families/ carers and students in developing high quality transition and on-programme support for students with EHCPs.

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- To ensure a smooth transition for EHCP students with a key focus on Preparing for Adulthood working with the Careers team and the LA.
- To ensure that all EHCPs which name the College through the Consultation process receive due consideration and a timely response.
- To manage and contribute to student progress reviews aligned with the College cycle and EHCP Annual Review processes.
- To oversee the quality of EHCP Annual Reviews, working closely with curriculum teams, pastoral team, careers and the LA SEND team.
- To manage and monitor student Wellbeing Plans and Student Support Profiles.
- To line manage and work in collaboration with the Specialist Assessors for Access Arrangements and ensure best practice and effective processes.
- To liaise with the Exam Officers and the Specialist Assessors to ensure access arrangements are implemented effectively and to undertake specialist assessments as appropriate.
- To manage the Learning Support Base and maintain high standards and expectations in the provision and delivery of support for all students.
- Work with a variety of external agencies including the Local Authority, health and social care professionals, educational psychologists and speech and language professionals.
- To liaise with other providers to ensure continuity of support and learning when transitioning students with SEND and/or impacting health issues.
- To manage the Learning Support Team budget.
- To manage the Learning Resource Centre working alongside the LRC to ensure the effective management and organisation of the student environment in the LRC.
- To work with the Wellbeing Team, in particular the Wellbeing Practitioner and College Counsellor.

Additional duties and responsibilities:

- To promote inclusivity and to offer advice and guidance to staff and to parents/carers and students making disclosures in regard of SEND or health issues at Open events, Interview Evenings and Registration and to develop further capacity within the Learning Support Team to support this process.
- To support the Induction of new staff.
- To support the Health and Safety Officer in the drive to achieve and maintain an inclusive and accessible environment.

Other Specific Duties:

- To train as a Designated Safeguarding Lead Level 3 and support the safeguarding team.
- To be familiar with and support the College's Safeguarding Policy.
- To play an active role in the College community, to support its inclusive and aspirational mission, ethos and policies and to encourage and ensure staff and students follow this example
- To continue personal professional development as agreed.
- To comply with the College's Health and Safety Policy and support risk assessments as appropriate.
- To undertake any other duty as specified by the Principal commensurate with the role.

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Person Specification Inclusion Manager

All Staff must make a positive contribution to:

- The College's Safeguarding and Equality and Diversity practices
- The pursuit of excellence and the highest standards of quality in all aspects of College life
- Their own professional development, in accordance with the needs of the College
- Priestley College's Mission Statement

	Essential	Desirable	Identified by
Relevant Experience			Application Interview References Certificates
<ul style="list-style-type: none">Significant classroom experience	✓		
<ul style="list-style-type: none">Strategic in ensuring inclusion, diversity and access for all college students	✓		
<ul style="list-style-type: none">Understanding of strategies for raising achievement and achieving excellent for students, in particular disadvantaged students and those with SEND	✓		
<ul style="list-style-type: none">Experience of leading projects and/or teams within an educational setting	✓		
<ul style="list-style-type: none">Experience of working with young people who hold EHCPs	✓		
<ul style="list-style-type: none">Evidence of effective liaison with external organisations and stakeholders (for example the Local Authority, parents).		✓	
<ul style="list-style-type: none">Track record with the ability to bring projects to a successful conclusion / successful delivery of a wider-strategy		✓	
Education and Training			
<ul style="list-style-type: none">Education to first degree level or equivalent professional qualification	✓		
<ul style="list-style-type: none">Evidence of relevant CPD	✓		
<ul style="list-style-type: none">National Award for SEN Coordination, or a willingness to complete it within 3 years of appointment (this is a requirement under the SEND Code of Practice)		✓	
<ul style="list-style-type: none">National Professional Qualification / Postgraduate qualification in management or similar qualification		✓	
<ul style="list-style-type: none">Teaching qualification with QTS/QTLS		✓	

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Knowledge and Abilities		
• A clear understanding of the principles underpinning high-quality SEND provision	✓	
• Detailed awareness of current developments within education and Special Educational Needs	✓	
• Ability to motivate individuals and teams/delegate effectively; people management skills that are able to achieve consensus and buy-in.	✓	
• Resilience and motivation to lead through challenges of the role	✓	
• Ability to use data effectively to reflect on practice and ascertain areas for improvement	✓	
• Ability to apply principles and practice of quality assurance systems, including college review, self-evaluation and performance management	✓	
• Excellent knowledge of effective adaptive teaching strategies to ensure teachers have the tools to deliver high quality teaching and learning to all students, particularly those with SEND needs	✓	
• Willingness to share good practice and to meet exacting targets	✓	
• Excellent organisational and administrative skills	✓	
• Ability to investigate, resolve problems and make decisions	✓	
• An ability to have difficult conversations	✓	
• An understanding of the principles underpinning SEND Code of Practice	✓	
• An awareness of key issues relating to the support and wellbeing of students	✓	
• Understand the potential of student voice and parental engagement	✓	
• An awareness of the immediate and long-term educational landscape		✓
• Relevant experience/training in Safeguarding		✓
• Experience of working with partners and companies for the benefit of learners		✓
Personal Qualities		
• Ability to demonstrate a genuine commitment and passion for students' education and welfare	✓	

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<ul style="list-style-type: none"> An excellent communicator and strong interpersonal skills with the ability to engage with a variety of audiences and be able to handle sensitive information in a diplomatic manner 	✓		
<ul style="list-style-type: none"> Personal credibility, from experience, achievements and integrity 	✓		
<ul style="list-style-type: none"> High expectations, drive and determination 	✓		
<ul style="list-style-type: none"> Flexible approach to work commitments 	✓		
<ul style="list-style-type: none"> Well organised, able to prioritise and work to deadlines 	✓		
Safeguarding			DBS Certificate
Suitable to work with children and young adults and/or vulnerable adults	✓		
Willingness to apply for a Disclosure and Barring Service (police) check (or to have a check undertaken against an existing DBS Certificate if registered for the DBS Update Service)	✓		