STAR ACADEMIES

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

SEND IMPROVEMENT LEAD

JOB DESCRIPTION

JOB PURPOSE

To lead outstanding SEND services, systems, frameworks and models that serve the needs of pupils and promote education excellence, character development and service to communities.

JOB SUMMARY:

1. Work with the Director of SEND to lead the Trust-wide strategy for SEND within the Secondary phase.
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 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 Deliver and develop the Trust-wide strategy for SEND.

1.2 Work with the Director of SEND, Trust Senior Leaders, and Principals on the strategic development of provision for pupils with SEND.

1.3 Develop policy, procedures and embed best practice at strategic and operational level for provision for pupils with SEND.

1.4 Secure consistently high standards of SEND support in all Trust schools embedding of the Trust's SEND strategies, policies, and procedures.

1.5 Be involved in the appointment of SENDCOs in Trust schools and provide training and coaching support for SENDCOs with regard to:

1.6 Monitor the quality of the SEND provision and disseminate good practice as appropriate.

1.7 Audit Star Maps, provision maps and the Trust SEND Register, 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, including induction training for new staff.

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.

1.11 Work collaboratively with other professionals to ensure alignment of Trust-wide instructional leadership, teaching, behaviour, attendance, safeguarding and SEND strategies.

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

1.13 Support schools in preparation for and during inspections as required.

2. SEND Provision

2.1 Support and advise all schools on all aspects of SEND provision, including preparation for inspection, in-person and virtually, as required.

2.2 Lead SEND school improvement actions and hold accountability for a caseload of specified schools in collaboration with colleagues across the SEND and Inclusion teams.

2.3 Support successful implementation of commissioned services (SaLT and Counselling) to support schools across the Trust.

2.4 Lead Trust compliance across all schools with JCQ regulations regarding accessing examination systems, procedures and staffing in place.

2.5 Lead a national network of SENDCOs, delivering regular training via half termly SENDCo forums.

2.6 Develop the existing All Stars Succeed handbook and toolkit to guide the work of schools and SENDCOs and senior leaders, in making excellent provision for pupils with SEND.

2.7 Secure high-quality teaching and learning for pupils with SEND ensuring the effective implementation of Education Health Care Plans, Star Maps, Behave Like A Star plans and the All Stars Succeed and Teach Like A Star strategy.

2.8 Contribute to curriculum development to ensure that students with SEND experience a deep and rich and appropriate curriculum (including careers provision/leadership specialism).

2.9 Support each school to establish a nurturing culture and bespoke provision for pupils with complex needs.

2.10 Support SENDCOs in the successful deployment of support staff and resources across their school.

2.11 Undertake reviews of SEND provision/provision mapping in Trust schools.

2.12 Ensure that all schools have effective identification of need processes in place and are utilising the Trust SEND Register.

2.13 As necessary, advise on applications for Education, Health and Care plans (EHCP) alongside the Principal and SENDCO.

2.14 Provide advice and guidance to schools on making reasonable adjustments to meet the needs of pupils with SEND.

2.15 Provide schools with support regarding EHCP consultations via regular online consultation clinics.

2.16 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.

3.3 Support the evaluation of attainment and progress made by pupils with SEND across the Trust.

4. Relationships and Partnerships

4.1 Develop strong relationships and effective working arrangements with Trust and school staff.

4.2 Motivate and enable SENDCOs and senior leaders of Inclusion 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 the performance and outcomes of pupils with SEND.

6.2 Report on a regular basis and as required to the Executive Directors of Education, Trust SLT, Board of Trustees and Academic Board on the 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 You will be required to travel across Trust schools nationally.

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 recordkeeping 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'.

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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview/ Task
QUALIFICATIONS				
1.	Graduate with Qualified Teacher Status.	**E**	✓	✓
2.	National Award for SEN Coordination or NPQ SENDCo.	**E**	✓	✓
3.	Evidence of continued professional development in inclusive practices.	**E**	✓	✓
4.	Specialist Assessor Qualification (Level 7) or equivalent.	**E**	✓	✓
5.	Masters level qualification.	**D**	✓	✓
EXPERIENCE				
6.	Substantial experience as a SENDCo and senior leader within the secondary phase, MAT or as an LA Education Advisor with responsibilities for SEND, or as an Educational Psychologist.	**E**	✓	✓
7.	Proven outcomes in as a teacher and senior leader delivering value-added outcomes for pupils with SEND.	**E**	✓	✓
8.	Demonstrable experience improving SEND strategy and provision in a school or group of schools.	**E**	✓	✓
9.	Coaching and mentoring colleagues.	**E**	✓	✓
10.	Able to demonstrate substantial and successful experience of service leadership and management in SEND and inclusion.	**E**	✓	✓
11.	Experience in the analysis of performance data and its use to secure improvement.	**E**	✓	✓
12.	Proven experience of effective collaborative working and stakeholder engagement.	**E**	✓	✓
13.	Experience of designing and delivering effective professional development.	**E**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview/ Task**
ABILITIES, SKILLS AND KNOWLEDGE				
14.	Up to date knowledge in SEND, including national policy, pedagogy, curriculum, assessment, behaviour management strategies, inspection framework, and statutory requirements.	**E**	✓	✓
15.	Up to date knowledge in JCQ regulations for examination access arrangements.	**E**	✓	✓
16.	Knowledge and understanding of key partnerships and processes that meet the needs of children and young people with SEND.	**E**	✓	✓
17.	The skills and knowledge to design effective professional development programmes and materials across a range of SEND related topics.	**E**	✓	✓
18.	The ability to plan strategically across a number of schools and to quality assure implementation.	**E**	✓	✓
19.	Excellent interpersonal and communication skills.	**E**	✓	✓
20.	Well-developed coaching and mentoring skills.	**E**	✓	✓
21.	The ability to embrace, adopt and put in to practice the Trust's All Stars Succeed SEND Strategy.	**E**	✓	✓
22.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	**E**	✓	✓
23.	The ability to analyse performance data and use it to secure improvement.	**E**	✓	✓
24.	The ability to write concise and accessible reports.	**E**	✓	✓
PERSONAL QUALITIES				
25.	An inspiring leader with personal drive and tenacity to motivate, empower and support individuals.	**E**	✓	✓
26.	Confident and willing to advocate for pupils with SEND.	**E**	✓	✓
27.	Energetic, enthusiastic and resilient, along with being action and solution focussed.	**E**	✓	✓
28.	Politically sensitive in the complex environment of safeguarding.	**E**	✓	✓
29.	Committed to self-development and the development of others.	**E**	✓	✓

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