

Job Description

Post Title:	Director of Vulnerable Learners (Maternity Cover)
Location:	Spencer Academies Trust
Salary/Pay Range:	L12-16
Hours of work:	Full Time, Permanent.
Reporting to:	Executive Director of Inclusion & Primary School Improvement

Purpose of Role

To contribute to the delivery of the Spencer Academies Trust vision for providing an outstanding education for local children, across both primary and secondary phases, particularly those who are vulnerable, so that they can access high-quality education which supports their academic and pastoral needs.

To provide strategic leadership and quality assurance of practice which promotes authentic inclusion and engagement, particularly around:

- the inclusion of children with SEND, EAL, PP and those who are hard to reach or experiencing other vulnerabilities
- the use of adaptive teaching strategies to effectively meet the needs of vulnerable learners by providing high quality advice and support for academy leaders on the development of the curriculum and assessment of SEND students
- the promotion of effective behaviour management practices that support children and young people who are at risk of suspension or permanent exclusion
- the appropriate use of internal and external Alternative Provision, ensuring it meets the needs of children and young people academically and socially.

To build partnerships with Principals and key staff in individual academies that enable best practice to thrive.

Nature and Scope

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Main Duties and Responsibilities

Working alongside the Director of Inclusion, within the school improvement team, you will be required to carry out the following duties. Specific responsibilities include:

Strategic Leadership

- Lead on the development and implementation of high-quality inclusive practice throughout the Trust, liaising with lead professionals in individual academies, adapting approaches to meet the needs of individual students.
- Provide clear advice and recommendations regarding the strategic development of academy systems for supporting the inclusion and engagement of children and young people, including those with specific vulnerabilities.
- Ensure high performing student support structures within SAT academies reflect the best practice from national research and make recommendations to the Trust's Executive Team through the Director of Inclusion.
- Maintain up to date knowledge of inclusive practice and advise on the implications of government policies at both academy and Trust level, whilst recognising the local context of individual academies.
- Ensure understanding of, and compliance with, legislation and guidance related to the areas of responsibility including the SEND Code of Practice and DfE regulations and requirements related to behaviour.
- Ensure high quality learning and teaching is at the centre of planning, monitoring, review and evaluation. Including sourcing and implementing evidence based leading practice from across the system.
- Analyse and use data effectively to inform best-practice curriculum delivery at school, cohort, and class teacher level to ensure improved outcomes for vulnerable students.
- Act as the first point of contact for academy based SENCOs, EAL leads, behaviour and PP leads.
- Support the induction of new SENCOs and EAL leads.
- Provide leadership support to SENCO's and senior teams across the Trust in order to support and build capacity.
- Support Principals in resolving complaints and liaising with LAs and other external agencies in matters related to SEND, EAL, PP and behaviour.
- Carry out review work to identify strengths and areas for development in inclusive practice.

Children and Young People with SEND, EAL & PP

The post holder will:

- Provide strategic leadership of how best to make provision for students with SEND, EAL and PP across the Trust in order to ensure that these students make excellent progress, supporting leaders to articulate their curriculum intent, implementation and impact with a specific focus on SEND, EAL and PP students
- Challenge and support academies to achieve their targets for children with SEND, EAL and PP, using benchmarks and setting targets for rapid improvement of learners in these vulnerable groups.
- Co-ordinate a network of SENCOs working across Trust to share best practice and secure consistency against minimum expectations of high quality provision.
- Work with the Director of Inclusion to develop an overarching Trust SEND Policy which sets out the principles for inclusive practice.
- Ensure a SEND and EAL Register is maintained across the Trust.
- Quality assure academy provision maps, periodically, to ensure that provision meets the needs of learners with SEND, EAL and PP.
- Ensure that all academies make appropriate arrangements for test and examination concessions for students with SEND and EAL.

- Monitor, analyse and report on assessment information and examination results for students with SEND, EAL and PP at the end of each key stage to ensure they are making good or better progress.
- Keep abreast of best practice locally and nationally relating to support for learners with SEND, EAL and PP.
- Ensure that academies have robust and effective monitoring and evaluation processes which identify and act on areas of improvement in relation to the quality of the curriculum, achievement, teaching and learning for SEND, EAL and PP students.
- Support academies in ensuring that funding such as the SEND notional budget, Pupil Premium and High Needs Funding are used effectively and evidence of impact is clear.
- Where appropriate, attend annual review meetings of high profile students with EHCPs, who are at risk of exclusion and ensure that reasonable adjustments have been made.

Behaviour

The post holder will:

- Co-ordinate a network of behaviour leads working across the Trust to share best practice and promote good behaviour of children and young people.
- Work with the Trust Data Director to monitor and evaluate Trust- wide suspension data to identify good practice and highlight concerns, reporting into the Director of Inclusion as required.
- Provide advice, as required, on the setting up of on-site alternative provision for children presenting with challenging behaviour.
- Monitor the use, quality and value for money of Alternative Provision across the Trust.

General

- Be a highly visible, proactive and approachable presence to students, staff and other stakeholders.
- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Professional Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Spencer Academies Trust and establish constructive relationships with nominated academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre- employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level

2 Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).

The Trust and its member academies are committed to promoting equality and diversity in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of Protected Characteristics.

Spencer Academies Trust is a Disability Confident Committed Employer

Name

Signature

Date

Person Specification

Qualifications and Knowledge	E	D
Qualified Teacher status	•	
Honours Graduate or equivalent	•	
Relevant professional development within the last 2 years	•	
Hold the National SENCO Qualification	•	
Minimum of two years leadership experience with a proven track record of achieving sustained improvement	•	
Experience across primary and secondary age groups		•
Experience or working collaboratively with colleagues, senior leaders and other key stakeholders within the education sector	•	
Proven track record in leading and managing successful teams which have made a significant contribution to school improvement	•	
Experience of evaluating quality and standards in provision and outcomes	•	

Knowledge and Skills	E	D
Understand the different landscapes within the primary and secondary sector	•	
Comprehensive knowledge of inclusive practice, with experience of putting principles into practice	•	
Strong knowledge of the statutory policy requirements for SEND, EAL and PP as these relate to schools	•	
Ability to analyse and interpret varied and complex information/data to identify	•	

improvement needs		
Ability to assess situations reflectively in order to identify strategies and solutions to difficult problems	•	
Ability to use MS Office Software	•	
Verbal and written communication skills to effectively convey complex and often contentious information to a wide variety of audiences	•	
Good organisation, time management skills and the ability to work under pressure	•	
Excellent interpersonal, oral and written presentation skills/communication across the spectrum of stakeholders.	•	
The ability to research, analyse and reason logically and effectively	•	
Thorough knowledge of procedures for safeguarding and promoting children's welfare	•	
Ability to undertake robust and accurate school self-evaluation, using the outcomes to plan effectively for rapid improvement	•	
Excellent influencing skills and the ability to engage others in new ideas, able to inspire, challenge and motivate others	•	

Personal Qualities	E	D
Self-aware – knows strengths and preferences and can relate to different personality types well.	•	
An inclusive mind-set	•	
Self-motivated and resilient	•	
Willingness to learn	•	
Ability to work flexibly within a team and lead by example.	•	
Have a sense of perspective	•	
Uncompromisingly ambitious for children and young people and their life chances.	•	
Creativity and problem- solving skills	•	
Personal integrity	•	
Recognition of the importance of personal responsibility for health and safety including safeguarding	•	

Commitment to the Trust's ethos, aims and whole community.	•	
Commitment to active engagement with other Trust schools, and to its CPD offer	•	