

*We are committed to ensuring all individuals are valued and work in a safe environment, promoting the ethos of Safeguarding and Equality and Diversity in all of our practices. We expect all staff to share this commitment.*

<b>Job Title:</b>	SEND Review Lead x 2
<b>Grade / Salary:</b>	£28,935.23 - £30,311.86 pro rata (Actual £24,971.43 - £26,159.48 Pro rated)
<b>Hours:</b>	37 hours per week, 38 weeks per year
<b>Department:</b>	Learning Support
<b>Work Location:</b>	Gloucester
<b>Responsible To:</b>	Learning Support Coordinators

## 1. Applicant Information

Gloucestershire Professional Services (a subsidiary of Gloucestershire College) is committed to safeguarding children and vulnerable adults and any offer of employment will be subject to a number of conditions.

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or any information that would make you unsuitable to work with children. Generally, we are permitted to ask whether an applicant has any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance, as defined by The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This Order sets out the circumstances in which an individual can be asked about spent convictions (but not protected convictions or protected cautions) and when an employer can consider these. This includes "any employment as a teacher in a school or establishment for further education and any other employment which is carried out wholly or partly within the precincts of a school or establishment for further education, being employment which is of such a kind as to enable the holder to have access to persons under the age of 18 in attendance at the school or establishment for further education in the course of his normal duties."

As this role involves engaging in "regulated activity" relevant to children, and in line with our legal obligations, before filling out this application you should be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

In line with KCSIE and having regard to all relevant guidance, there is a requirement for providing satisfactory references and online searches will be conducted for candidates. The purpose of this search is to identify any incidents or issues that have happened, and are publicly available online, which we may need to explore further as part of our pre-screening checks. The level of check undertaken will be consistently applied across all applicants and may include both social media and a general internet search.

A satisfactory DBS Enhanced Disclosure will also need to be obtained as a requirement of the job.

## 2 Job Profile

Gloucestershire Professional Services (GPS) is recruiting for a SEND Review Lead to join the Learning Support team based at Gloucestershire College.

The SEND Review Lead role is assigned to mainstream curriculum areas to have oversight of the EHCP and SEND learners studying within them.

The purpose of the role is to facilitate and lead the EHCP annual reviews and Independence Assessments/Reviews, communicate adjustments/progress with Local Authorities and identify appropriate levels of support in line with the graduated approach.

Review Leads are responsible for monitoring, recording and communicating the progress for those learners in the area through providing support, observation, reviews and internal recording systems (ProMonitor).

The work of a Lead Practitioner must focus on developing learner independence in line with Preparing for Adulthood and adhere to national and local statutory requirements. There is a responsibility to monitor the effectiveness and impact of support (strategies) and closely monitor the suitability of placement.

A career with us means much more than just a salary- we know that our people are our greatest asset.

We provide an empowering, values-based environment where we all play a part in inspiring a future generation, working towards an inspirational vision. We are passionate about learning and pride ourselves in developing our staff; we will support you both professionally and personally to develop all the skills necessary to make this your next success.

We value mutual respect and believe that trust, respect and civility bring out the best in people. We also work collaboratively utilising the different knowledge, skills and experiences we each have; we strive to create an environment where everyone can give of their best. Working with committed colleagues, we also offer an attractive benefits package, please click on the benefits link to find out more about the range offered.

We celebrate the fact that our students and staff, our partners and friends, are from different social and ethnic backgrounds, different faiths, sexual orientation and ages.

We are committed to equality, diversity and inclusion and we want our workforce to have an equal gender balance, represent a broad mix of people from minority ethnic backgrounds, LGBTQ+, those with a disability and we would encourage all applicants that identify with this to apply.

In accordance with Keeping Children Safe in Education 2024, we will carry out an online search as part of our due diligence on successful candidates.

The purpose of this search is to identify any incidents or issues that have happened, and are publicly available online, which we may need to explore further as part of our pre-screening checks.

The level of check undertaken will be consistently applied across all successful applicants and may include both social media and a general internet search.

If you would like to request any further information on this check, please contact [gc.jobs@gloscol.ac.uk](mailto:gc.jobs@gloscol.ac.uk)

*Gloucestershire College is advertising this role on behalf of Gloucestershire Professional Services (GPS).*

### 3. Main Duties and Responsibilities

- Lead on the learners in assigned mainstream curriculum areas that have an EHCP and/or require additional learning support.
- Observe and support learners in their progression regularly through on-track sessions in their timetable (adhering to standards and expectations in the In-Class Support Guide)
- Encourage and support learners to achieve, progress towards their individual outcomes and facilitate the development of their independence, resilience and work-readiness.
- To liaise and work closely with SEND Placement Coordinator to share at risk EHCP learners, providing robust and holistic evidence of support provided and challenges.
- Maintain working partnerships with assigned curriculum areas and provide regular updates on the support needs of their learners.
- Monitor and ensure support related information and progression against EHCP outcomes is being recorded on ProMonitor, including those with bespoke support elements.
- Ensure staff are aware of the learners with EHCPs and additional needs in their curriculums, ensuring outcomes are embedded into their learning and utilised strategies for independence are reflective of this.
- Lead Education, Health and Care Plan (EHCP) annual reviews using guidance, protocols and frameworks provided by Head of Learning Support, as set out by Local Authorities.
- Utilise all recorded information during annual reviews to ensure a thorough review of progression and development towards independence.
- Ensure that reviews of EHCPs are timely, robust and support each young person's preparation for adulthood.
- Work within statutory timeframes to communicate adjustments and progress on EHCP and outcomes as a result of annual reviews to Local Authorities.
- Work with the SEND Transitions team to maintain the annual review spaces at each campus – ensuring relevant signage and resources are available for learners, parents/carers and other professionals.
- Work closely with the SEND Transitions team to ensure appropriate support is in place for learners leaving College at the end of the academic year.
- Work closely with SEND Administrator to ensure timely scheduling of annual reviews, recording EHCP outcomes on ProMonitor and updating of annual review tracking.
- Facilitate and lead on the completion of Learner Independence Assessment and termly Reviews for SEND learners in assigned curriculums.




- To work closely with all Learning Support areas to gather robust and holistic information/evidence that could be used as evidence for an EHCP request, as required by Head of Learning Support and SEND Placement Coordinator.
- To actively participate in discussions and team meetings relating to the learners within assigned curriculums.
- Promote and support key national and local strategies including Preparing for Adulthood, GCC Post-16 Vision and Strategy and GC SEND Local Offer.
- Be aware of, work within and respond to national changes in policy, guidelines, regulations and legislation relating to SEND (Children and Families Act 2014 and the SEND Code of Practice), reasonable adjustments (Equality Act 2010) and exam board requirements (JCQ).
- Actively contribute and support the departmental Self-Assessment Report (SAR) and Journey to Excellence.

#### 4. General

- Take an active part in the performance review process.
- Comply with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy.
- Comply with and actively promote the College's Equality and Diversity Policy.
- Comply with and actively promote the College's Safeguarding Policy and Practices.
- Support the College's sustainability policies and recognise the shared responsibility of carrying out duties in a resource efficient way.
- Participate in enrolment.
- Undertake a first-aid qualification and participate in the first aid rota, as required.
- Undertake any other relevant duties as specified by your line manager commensurate with the level of this post.

## 5. Values

We have **four core values** that reflect what we are, how we do things and where we want to be. We want to support all staff to:

<b>Be Respectful</b> 	<b>Be Respectful</b> – To be respectful of self, others, property and environment when at college or representing the college.
<b>Be Responsible</b> 	<b>Be Responsible</b> – To take ownership of our behaviours, attitude and personal development.
<b>Be Ambitious</b> 	<b>Be Ambitious</b> – To become the best versions of ourselves.
<b>Be Collaborative</b> 	<b>Be Collaborative</b> – To work as part of a team or teams, to support each other to contribute and celebrate success.

## 6. Person Specification

### Shortlisting Criteria

<b>Essential</b>	<ul style="list-style-type: none"> <li>– Experience of working with post-16 learners with Special Educational Needs and/or Disabilities (SEND)</li> <li>– Experience of assessing and reviewing the additional support requirements and progress of SEND learners</li> <li>– Experience and knowledge of Education Health and Care Plans (EHCPs) and working with young people who have them</li> <li>– A-Level qualification(s) or L3 equivalents in professional subject</li> <li>– Minimum of English and Maths GCSE (Grade C) or L2 equivalent (Or willingness to complete).</li> <li>– Annual review/Preparing for Adulthood training or willingness to undertake</li> </ul>
------------------	---

	<ul style="list-style-type: none"> <li>– Practical experience in Safeguarding within an educational or support setting</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>– Experience of liaising confidently with wider internal colleagues and external agencies.</li> <li>– Experience of leading/chairing meetings</li> <li>– Experience of working with Local Authorities (in particular EHCP case work teams)</li> <li>– Experience of working with local agencies and services available for those over 18</li> <li>– Qualification in SEND, Specific Learning Difficulty (SpLD) or Inclusive Practice</li> </ul>

## Person Specification

<b>Abilities</b>	<ul style="list-style-type: none"> <li>– Excellent written communication skills Page 5 of 6 Confident oral communicator in a variety of scenarios (including 1:1s and meetings)</li> <li>– Good ICT skills and ability to work with bespoke College systems</li> <li>– Able to engage, motivate and enthuse young people</li> <li>– Excellent time management and ability to work towards deadlines</li> <li>– Adaptable approach to range from assertive and confident to empathetic and sensitive when required</li> </ul>
<b>Job Circumstances</b>	<ul style="list-style-type: none"> <li>– Able to travel between Campuses as necessary.</li> <li>– Enhanced DBS check or willingness to complete.</li> </ul>

Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.

This job description will be reviewed annually during the performance review process, and will be varied in the light of the business needs of the College.

The job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

As users of the disability confident scheme, we guarantee to interview all disabled applicants who meet the minimum criteria for all advertised vacancies.

Where an employee or candidate indicates a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all of the duties of the post. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.