

Job Description:

Head of SEND (trust wide)



QUEST TRUST
Supporting Young People from
Early Years to Employment

JOB DESCRIPTION:	Head of SEND
RESPONSIBLE TO:	Director of Inclusion and Belonging / Deputy CEO
JOB PURPOSE:	<p>To provide strategic and operational leadership of SEND across the Trust, securing high-quality inclusive provision and strong achievement for pupils with SEND, including those supported through pupil premium.</p> <p>The Head of SEND is responsible for raising achievement and standards for vulnerable students, including those with Special Educational Needs/Disabilities and Looked After Children/Care Leavers, through the strategic oversight of the Trusts inclusive provision and promotion of approaches that raise the quality and achievements of students with barriers to learning.</p> <p>You will teach in accordance with the ethos, organisation and policies of the QUEST as a fully committed member of the Trust teaching team and as detailed in the specific duties below.</p> <p>As an employee within QUEST, staff may be required to work at any school within the group where their specialism can add value.</p>
LIAISING WITH:	Executive Team, Headteachers, Senior Leadership Teams, teachers, Play Pals Area Manager and Managers, support staff, parents/carers, LA representatives, external agencies and members of the community
SALARY SCALE:	Leadership 3 – 7
DBS DISCLOSURE LEVEL	Enhanced

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities

- Lead the Trust SEND strategy in line with the SEND Code of Practice
- Quality assure EHCPs, support plans, provision mapping and impact
- Monitor achievement, attendance and behaviour for pupils with SEND, with a focus on disadvantaged pupils

- Oversee alternative provision, inclusion pathways and reintegration
 - Build SENDCO leadership capacity through coaching, training and quality assurance
 - Analyse SEND and pupil premium data to identify gaps and drive improvement
 - Ensure readiness for Ofsted, LA and SEND inspection or review activity
 - Work closely with Attendance, Behaviour and Safeguarding leads to reduce barriers
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- Provide leadership, direction and management to ensure sustained improvement in SEND and Inclusion.
 - Develop teacher's pedagogy to ensure that research-led best practice is implemented effectively
 - Provide strategic leadership
 - Create and maintain a stimulating, clean, appealing learning environment
 - Ensure the effective implementation of exams access arrangements and the identification of pupils who may need such adjustments
 - Ensure positive transition for SEND and vulnerable pupils from stage to stage, ensuring the continuity of learning and support
 - Ensure the effective delivery of appropriate training for staff and that effective monitoring and evaluation is on-going and responsive to emerging priorities
 - To ensure academy leaders engage external stakeholders as required to best support inclusion in their academy
 - Ensure the effective use of alternative provision and that any such provision is of high quality
 - To promote the overall ethos and values of the Trust
 - Take an active role in the recruitment of new staff as the need arises
 - Be a visible, proactive presence around the Trust, promoting positive behaviour and ensuring the quality of SEND provision
 - Support our Heads in creating strong leadership priorities and collaborative ways of working with all stakeholders including the Trust, Governors and wider community
 - Having a detailed understanding of national inspection frameworks in relation to SEND coupled with the ability to disseminating out that information
 - To make recommendations to the senior leadership team and Governors on the provision for SEND, including an analysis of required resources and staffing

Inspection Alignment

- **Ofsted evaluation areas:** Curriculum and teaching; Achievement; Attendance and behaviour; Leadership and governance; Inclusion; Disadvantaged pupils
- **SIAMS:** Dignity, inclusion, courageous advocacy

Strategic Direction and Development

To work as part of the trust's central team to:

- Develop a vision for the future
- Establish the policies through which this shall be achieved
- Manage staff and resources to achieve the vision
- Monitor progress towards its achievement
- Communicate this vision across the trust
- Work with colleagues to develop and implement policies and practices for the subject which reflect the Trust's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff

- Working closely with the Headteacher and team to establish a clear, shared understanding across the school of the importance of high-quality teaching that engages students and enables them to aspire to and achieve stretching goals
- Analyse data, ensuring effective progressive plans are in place for individual and group of students
- Ensure data analysis results in effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.

Leadership of SEND across the trust, including:

- Oversight and leadership of SEND provision at different schools within the trust as required
- Developing schemes of work, policies, assessments, interventions and key documentation such as Education Health and Care Plans (EHCPs)
- Ensuring the delivery and continual improvement of a broad and balanced curriculum that meets legal requirements and provides effective challenge and support
- Ensuring the effective management and continued improvement of teaching and learning
- Ensuring equality of opportunity for all pupils so that they may achieve to the best of their ability
- Monitoring pupil achievement including the analysis of performance data, in order to support the trust to ensure high standards of attainment and progress for all children, including those with SEND, EAL, those entitled to pupil premium, mobile pupils and vulnerable pupils
- Modelling excellent planning, teaching and organisation for staff across the trust
- Developing and articulating a short, medium and long term strategic vision
- Developing schemes of work, policies, assessments, interventions and documentation
- Supporting SEND teachers to develop and improve their provision, including induction, mentoring, coaching, training, modelling and feedback
- Ensuring that all children are provided with an excellent Quality First Education and that “whatever it takes” is done for those who need additional support
- Ensuring effective implementation of the Trust and individual School Improvement to ensure continued improvement and a relentless drive for excellence and equality
- Ensuring the trust achieves its aims that all children are safe, are excellent learners, have excellent social and emotional skills, achieve and succeed
- Lead by example both in a teaching capacity and through supporting the Trust and Schools activities, performances and events
- Raise aspirations in standards of teaching and learning
- Attend all Leadership meetings and share minute taking
- In writing and reviewing Trust policies meet all statutory guidelines
- Ensure the Schools are ready to meet and exceed all requirements regarding inspection
- Work as a team, contributing ideas and innovations
- Support the Headteachers/Heads of Schools in every reasonable way

Leading others to develop SEND provision by:

- Writing, developing and delivering staff training, including INSET / staff training sessions
- Providing excellent induction, support, mentoring and coaching for new and experienced teachers, including modelling provision and guiding colleagues’ eyes during observations
- Leading group development activities for SEND leaders and teachers across the trust, delegating appropriately and evaluating outcomes
- Preparing for, attending and contributing to structured and impactful meetings which ensure productive and effective communication, monitoring and decision-making where appropriate
- Supporting and monitoring the continuing professional development programme for all staff to ensure equality of opportunity, with targeted development activities which promote school priorities.

Communication and Partnership

To support the trust by:

- Supporting and developing effective professional and impactful dialogue within the trust
- Engaging with and contributing positively to peer support and challenge as appropriate
- Contributing to effective strategies to promote the engagement of the whole trust community
- Reporting to the CEO, the Executive team and the Board of Trustees, as appropriate.

Behaviour and Welfare

- To promote the safety and well-being of all pupils and staff.
- To be aware of, understand and undertake the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.
- To ensure that the Designated Safeguarding Lead is made aware and kept fully informed of any concerns you may have in relation to safeguarding and/or child protection.

Professional conduct

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.
Maintaining a secure, healthy and risk-free environment for students, staff and visitors.

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____ Date: _____

Person Specification:

Head of SEND



Essential

Qualifications
Degree
Qualified Teacher Status
National Award for SEN Co-ordination (NASENCo) or equivalent
Evidence of continuing professional development
Experience
Experience of successfully leading and developing SEND provision in a school
Experience of raising standards for children with SEND
Experience of curriculum development and innovation
Experience of effective staff training/development in SEND provision
Experience of SEND policy development
Knowledge and Understanding
Knowledge of the factors relating to high standards of pupil achievement
Knowledge of the principles and practice of school improvement, with an understanding of performance measures and approaches to improving standards
Knowledge of approaches to curriculum development and teaching & learning
Knowledge of the National Curriculum
Knowledge of current educational issues, recent developments and significant legislative changes
Understanding of the importance of meeting the needs of all pupils
Knowledge and understanding of the SEN code of practice
Knowledge and understanding of aspects of SEND and best practice approaches to meet these needs
Knowledge and understanding of Safeguarding procedures and regulations
Skills and abilities
Able to raise educational achievement
Able to improve provision through monitoring, guiding and exemplary practice
Able to set goals, plan and monitor outcomes
Able to implement, facilitate and manage change
Able to work co-operatively and collaboratively with colleagues
Able to communicate well orally and in writing, including articulating, summarising and presenting
Strong interpersonal skills with the ability to listen, persuade, negotiate and act collaboratively
Able to lead, inspire, motivate, support and manage others
Able to develop and articulate an inclusive vision
Able to develop and enhance the reputation of the trust
Able to innovate as well as to recognise and build on others' good practice
Able to analyse, evaluate and make complex decisions
Able to appreciate and manage conflicting and diverse opinion
Able to challenge own work and that of others
Confident and competent in the use of IT
Emotional Intelligence to ensure staff and students perform at their best and thrive
Personal Qualities
A relentless drive for excellence and equality

High motivation, energy, enthusiasm and aspirations
Positive and proactive approach to change
Manages pressure with resilience and flexibility
A collaborative team player
Reliable and self-reliant
Engaging and approachable
Willingness to be accountable for decisions and take appropriate risks
High personal standards, with the personal and intellectual qualities required to set an example to others
Copes with pressure and setbacks (e.g. works productively in a pressurised environment; keeps emotions under control during difficult situations; maintains a positive outlook at work; is mindful of the levels of resilience within the team and manages and works to enhance those levels)
Leading and supervising (e.g. provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and models these behaviours; motivates and empowers others; encourages innovation and agrees challenging goals)
Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values)
Flexible and adaptable
Emotional intelligence
Able to rigorously implement an idea to a sustainable conclusion
Performance Management and Professional Development
Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the QUEST expectations.
To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.
Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
To show your passion for life-long learning as the lead learner in your team
Be an advocate for excellence and embrace positive change
Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities
Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance
To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff
Be the embodiment of our values in action and stay true to our core moral purpose, to unlock the potential of all
Legally entitled to work in the UK

Desirable Skills/Qualifications

- Leadership qualification(s)
- Management Qualifications
- Membership of appropriate professional bodies