



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

About the Role – Employment Details

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| Post Number | A102 |
| Job Title | SEND Review Lead – September Start Date |
| Salary | £28,935.23 -£30,311.86, (Actual £20,247.11 - £21,210.39 pro-rated, per annum) |
| Contract Type | Term Time only – 30 hours per week, 38 weeks per annum. |
| Campus | Cheltenham |
| Department | Learning Support |
| Reporting To | Learning Support Manager |
| Holiday | Term Time Only |

About the Role – Meet the Team

The Learning Support team provides effective support to assist students in achieving positive outcomes whilst developing independence, resilience and employability. We can assist students with a range of various learning differences and/or difficulties across all academic levels at college.

We have a range of support available within Learning Support that includes:

- Robust transition opportunities and planning to support joining and leaving the college
- Holistic assessment of additional needs to develop effective support plans. Support is reviewed throughout the year
- EHCP annual reviews, as well as supporting students with My Plans, My Plan + and SEN Profiles
- Support in-and-out of timetabled sessions from experienced Learning Support Assistants and SEND Intervention Mentors
- Trained and experienced staff to support a broad range of additional needs, including but not limited to Autism Spectrum Condition, Dyslexia, Dyscalculia, Dyspraxia and ADHD
- Coaching and support to utilise assistive technology and software to assist learning
- Appropriate exam access arrangements and reasonable classroom adjustments
- Other support includes Personal Emergency Evacuation Plans (PEEP), personal/intimate care and medication support if required.

Our settings are safe, specialist facilities, thoughtfully designed to support students with a collaborative approach to education, meeting their educational and other individual needs. Our team is based across all three campuses and a range of working patterns are available depending on student need and timetabling.





About the Role – 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 Learning Support Managers and Learning Support Coordinators 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 Inclusion and Cross College High Needs, 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 while meeting statutory timeframes.
- 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.
- 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 Inclusion and Cross College High Needs and the Learning Support Managers.
- 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.

About the College – Our Expectations

- Take an active part in Professional Development Conversations (PDC)
- Engage with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy
- Actively promote the College’s Equality and Diversity Policy
- 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
- Participate constructively in college activities and to adopt a flexible approach to your work.
- 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

About the You

Our Shortlisting Criteria

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| Essential | <ul style="list-style-type: none"> – Previous experience of working with SEND students (preferably in a special school or specialist post 16 centre) – Minimum of Maths and English GCSE grade C / Level 2 or willingness to complete. – Experience of assessing and reviewing the additional support requirements and progress of SEND learners – Experience and knowledge of Education Health and Care Plans (EHCPs) and working with young people who have them – A-Level qualification(s) or L3 equivalents in professional subject – Practical experience in Safeguarding within an educational or support setting |
| Desirable | <ul style="list-style-type: none"> – Annual review/Preparing for Adulthood training or willingness to undertake – Experience of using assistive technology to support individuals with communicating, accessibility, and independence. – Experience of liaising confidently with wider internal colleagues and external agencies. – Experience of leading/chairing meetings – Experience of working with Local Authorities (in particular EHCP case work teams) – Experience of working with local agencies and services available for those over 18 |





- Qualification in SEND, Specific Learning Difficulty (SpLD) or Inclusive Practice

The Perfect Person for us will demonstrate

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| <p>Abilities</p> | <ul style="list-style-type: none"> – Excellent written communication skills Page 5 of 6 Confident oral communicator in a variety of scenarios (including 1:1s and meetings) – Good ICT skills and ability to work with bespoke College systems – Able to engage, motivate and enthuse young people – Excellent time management and ability to work towards deadlines – Adaptable approach to range from assertive and confident to empathetic and sensitive when required |
| <p>Job Circumstances</p> | <ul style="list-style-type: none"> – Able to travel between college sites (if required) – Undertake any training required for the role – Hold an Enhanced DBS check or be willing to undertake a check. – This job description outlines the main duties at the time it was written. Tasks may change, but the role's overall nature and responsibility remain the same. These changes are normal and don't justify a change in the post's grading. |

