

JOB DESCRIPTION

Post Title:	Senior Manager, Northumberland Inclusive Education Service	Director/Service/Sector:	Wellbeing and Community Health Service Education & Skills Service	Office Use
Grade:	Band 13	Workplace:	County Hall, Morpeth	
Responsible to:	Head of Inclusive Education Services	Date: July 2021	Manager Level:	Senior Leader
Job Purpose:				
<ul style="list-style-type: none"> • To support the Director of Education and Skills and Head of Northumberland Inclusive Education Service (NIES) in ensuring high quality SEND provision across all settings and phases which supports improving outcomes for CYP 0-19 • To promote the strategic direction of SEND across the County, and undertake related system improvements, leading on specific areas as directed by the Head of Service • To co-ordinate and provide intervention in schools identified as vulnerable/requiring support with regard to SEN provision • To monitor the SEND performance of all schools and settings, in particular for learners at SEN Support • To provide support and challenge to schools in relation to SEN provision and outcomes for CYP • To provide leadership in relation to SEND practices in all schools • To act as a champion for person centred approaches in schools and settings and thereby improve outcomes on behalf of children and families 				
Resources	Staff	<ul style="list-style-type: none"> • Specialist staff as appropriate to the post. 		
	Finance	<ul style="list-style-type: none"> • Grants and other funding appropriate to this area of work 		
	Physical	<ul style="list-style-type: none"> • Resource materials 		
	Clients	<ul style="list-style-type: none"> • Senior Officers within the County Council • Headteachers, SENCos and teachers in school • School governors • Children and families 		
Duties and key result areas:				
<ol style="list-style-type: none"> 1. To deputise for the Head of Inclusive Education Services, playing a leading and strategic role in the senior management of Northumberland Inclusive Education Service (NIES) 2. To take a lead in ensuring high quality SEND practices and provision across all education providers 3. To advise schools and settings on their responsibilities around SEND as defined in legislation and guidance, the statutory SEND processes, and on making provision for CYP with SEND 4. To develop and oversee sustainable mechanisms of system improvement for SEND across schools and settings, including the promotion of self evaluation mechanisms 5. To provide ongoing support and challenge to schools around all aspects of SEN provision, collecting and evaluating pupil data in order to improve outcomes. This includes monitoring exclusions data for pupils with SEND. 6. To coordinate and deliver intervention work in schools identified as requiring targeted support in order to develop consistent and high quality mainstream provision across the County 7. To work alongside the Early Years Team to ensure consistent provision of a graduated approach in Early Years settings, as defined in legislation and national guidance 				

8. To work alongside other NIES Managers and in partnership with other teams within Education and Skills to ensure the priorities for the Directorate are met, particularly but not exclusively those that relate to inclusion, belonging and preparation for adulthood
9. To lead the SENCo community of practice across Northumberland, coordinating a training offer, providing induction for new SENCos, and maintaining strong communication systems
10. To be a key contributor to the NCC SEND Commissioning Panel(s), Early Years Panel and Pupil Placement Panel, supporting robust decision making processes which are evidence based
11. To play an active part in work, and take a lead at times with partner agencies on activities linked to improved outcomes e.g. leaders within School Improvement, Social Care, Health and Parent/Carer Forum
12. The ongoing development and maintenance of data sets related to SEN provision and outcomes across the County
13. To contribute to development and upkeep of the Local Offer
14. To develop and provide training to wider school staff and governors as required
15. To manage and oversee aspects of the SEN budget as required by the Head of Service
16. To keep up to date in areas of specialist activity through continued professional learning
17. To provide reports for a range of audiences as required by senior officers, for example for SEND Partnership Board, Schools Forum

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements	
Transport requirements:	The work involves the need to visit settings, schools and other venues throughout the county on a regular and routine basis.
Working patterns:	The post requires some working outside the normal working day including evenings and some weekends. Holidays cannot be taken during the school term time dates unless agreed with the Director of Education & Skills. Some work will be required during the school holidays. The number of days and dates will be agreed with the Director to ensure that there is service coverage throughout the school holidays.
Working conditions:	<p>The post requires office based working, working in settings and schools and when appropriate working at home.</p> <p>The post requires a significant amount of time sitting when driving between settings, schools and sites. In addition working within the office, settings and schools may require sitting in a constrained position. It may be necessary to transport resources and other materials for courses.</p>

PERSON SPECIFICATION

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Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> ▪ Degree or equivalent ▪ Teaching qualification ▪ Appropriate SENCo qualification or other relevant additional SEN qualification ▪ Knowledge of current SEND policy and practices (statutory and non statutory) as they relate to schools, early years settings and Local Authorities ▪ Thorough knowledge of national education policy and Ofsted inspection framework, particularly as it relates to SEND ▪ Knowledge of safeguarding legislation ▪ Strong CPD record demonstrating ongoing commitment to meeting the needs of learners with SEND 	<ul style="list-style-type: none"> ▪ Ofsted inspector accreditation ▪ Record of continuing professional development in the field of leading and influencing 	AIR
Experience		
<ul style="list-style-type: none"> ▪ Recent senior leadership experience in a school setting with proven positive impact on provision and outcomes ▪ Experience as a SENCo working in a person/family centred way ▪ Experience of statutory SEN processes relating to EHCPs ▪ Experience of financial management ▪ Experience of preparing for Ofsted inspection ▪ Experience of leading the development of successful SEND practices in a school or local authority context ▪ Experience of leading training to a range of stakeholders ▪ Experience of leading change 	<ul style="list-style-type: none"> ▪ Experience of working in more than one setting/school ▪ Experience of working within the Special School sector ▪ Experience of working with parent and other stakeholder groups 	AIR
Skills and competencies		
<ul style="list-style-type: none"> ▪ Creative thinker with a solution focussed approach ▪ Team player with excellent leadership skills 		AIR

<ul style="list-style-type: none"> ▪ Highly aspirational for Children and Young People with SEND ▪ Excellent interpersonal and communication skills ▪ Effective public speaker ▪ Confident leader with high levels of energy, enthusiasm, stamina and resilience ▪ The ability to hold others to account to secure desired objectives ▪ Strong analytical skills relating to individual school and local authority school performance data ▪ An understanding of how data can be used to evidence the need for change, and drive improvement ▪ Ability to write clearly for a range of audiences ▪ An ability to assess risk and take prompt action to safeguard the welfare of children and young people and mitigate corporate risk ▪ Highly effective planning and organisational skills ▪ Reflective and self-critical and prepared to accept professional challenge ▪ Able to prioritise work and meet and manage tight work deadlines ▪ Personality, conduct and credibility that engages and commands the confidence of Council Members, senior managers, staff, the public, external partners and other stakeholders 		
<p>Physical, mental and emotional demands</p>		
<ul style="list-style-type: none"> ▪ Very high demand for precision and accuracy and working to timescales ▪ Ability to work under pressure, independently and as part of a team ▪ Ability to work closely with schools in challenging circumstances and with school leaders under considerable pressure 		AIR
<p>Other</p>		
<ul style="list-style-type: none"> ▪ A passion to make a difference for learners and a willingness to go the extra mile to champion their needs ▪ A firm commitment to person and family centred working ▪ Flexibility and willingness to explore new ways of working ▪ Able to meet the travel requirements essential for the post 		AIR

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits