

JOB DESCRIPTION

Post: Director of Inclusion

Responsible To: Deputy CEO

Summary of Post: To act as the Group's key link with the Local Authority to ensure the EKC Group meets its SEND statutory requirements, and lead on the transition and education strategy for those students particularly with barriers to learning.

Specific Duties:

1. To lead on the curriculum strategy with the Assistant CEO Education for students on specialist Inclusive Learning programmes enabling students to reach their potential and support progression and transition onto next steps.
2. To establish clear procedures for the transition of students with barriers to learning, and particularly those with high needs and the completion of Educational Health Care Plans.
3. To be responsible for the EKC Groups' common assessment process for all prospective students declaring a support need.
4. To have oversight of all EHCPs for EKC Group students and to have responsibility for confirming the capacity of the Group to deliver them
5. To ensure effective risk assessment processes are in place to identify individualised support programmes that assure the safety and wellbeing of students.
6. To advise on the implementation of the College's Safeguarding Policy and procedures in relation to students with SEND and those with barriers to learning.
7. To act in an advisory and support role to senior leadership teams and Inclusive Learning leaders to ensure students' support needs and levels of risk are identified with appropriate actions implemented.

8. To act as the key link for all Business Units and the Group with the Local Authority (and out of county authorities where applicable) in respect to SEND, EHCP Consultations, funding and transition, and to write key contracts when buying in specialist services.
9. To collaborate and work closely with the education improvement team on the curriculum design, sequencing, teaching and education improvement strategies in line with the Outstanding Inclusive Education Standards
10. To provide training and development to ensure the EKC Group is keeping up to date and well informed of statutory requirements, national expectations and the potential implications.
11. To lead on the development of highly effective policies and procedures for students with Special Educational Needs, Disabilities and High Needs.
12. To manage a senior group budget and effectively use this to benefit students and the groups priority to inclusion.
13. To represent the EKC Group in any formal proceedings, tribunals or meetings when required.
14. To provide support to business units, in line with the quality assurance framework, providing specialist and innovative support/ coaching/ modelling in situations when rapid improvement has not had required impact.
15. To line manage and lead staff that deliver specialist support to ensure this is effectively implemented to those facing specific and medical barriers to learning, such as the Speech and Language Therapy (SALT) team, and transition team.
16. To ensure the correct policies and procedures are followed with the responsibility of line managing staff and they have the support and development they need in their role.
17. To be a member of the Group Leadership Team (GLT) and work closely with business unit leaders and Group leaders of service enabling Inclusion to be at the heart of EKC Group.

General Duties and Responsibilities:

1. To participate in the staff support & development scheme and to undertake training based on individual and service needs.
2. To take a lead in creating or to promote a positive, inclusive ethos that challenges discrimination and promotes equality and diversity.
3. To comply with legislative requirements and College policies and guidelines in respect to health & safety and data protection.
4. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
5. To undertake continuing professional development to support our culture of continuous improvement.
6. To partake in quality assurance systems.
7. To meet minimum relevant occupational standards.
8. To keep up to date with the skills required to fulfil the role.
9. To undertake any other duties commensurate with grade as may be reasonably requested.
10. You will be responsible for protecting staff and learners from all preventable harm as per Safeguarding procedures.

Please note:

This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.

It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

	PERSON SPECIFICATION	Application	Interview	Shortlisting Weighting
Skills				
1.	Ability to represent the College effectively with the local authority	✓	✓	6
2.	Excellent change management skills with the ability to influence and lead culture change	✓	✓	4
3.	Impeccable communication, organisation and presentation skills	✓	✓	6
4.	Tact and diplomacy in dealing with sensitive and important issues	✓	✓	6
5.	Ability to work under pressure, prioritise and meet tight deadlines	✓	✓	4
6.	Ability to deal effectively with highly charged and emotive situations	✓	✓	4
7.	Actively contribute to the College's Safeguarding and PREVENT practice, procedures, culture and ethos	✓	✓	6
Experience				
1.	A minimum of three years working in a learning support environment	✓	✓	6
2.	Senior experience of dealing with challenging safeguarding issues	✓	✓	6
3.	Delivering presentations, training and workshops to a high standard	✓	✓	6
4.	Demonstrable experience of a pro-active enthusiastic approach to developing curriculum and improving the quality of teaching and learning to benefit those with SEND	✓	✓	6
5.	Knowledge and experience of highly effective specialist support	✓	✓	4

6.	A detailed knowledge of local authority arrangements for commissioning high need places	✓	✓	4
7.	A sound understanding of and commitment to achieving excellence in supporting high needs students		✓	6
8.	A thorough understanding and knowledge of funding for students with a Learning Difficulty Assessment and the issues currently facing FE.	✓	✓	4
Education				
1.	Maths Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓		4
2.	English Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓		4
3.	Educated to degree level or equivalent	✓		6
4.	Qualified teacher status	✓		4
5.	Evidence of continuing education and training in SEND	✓		4

Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2** Other relevant - . It would be great if the candidate had, but is not expected to be shortlisted.

Failure to meet all of the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.