

JOB DESCRIPTION

Post: Deputy Head of Inclusive Learning – Support

Responsible To: Head of Inclusive Learning

Summary of Post:

To develop a quality inclusive learning support service that promotes independence for learners with additional needs, taking responsibility for the day-to-day management of the service, ensuring that support is integral to the curriculum offer and contributes to success and progression.

Specific Duties:

1. To inform and implement innovative practice with both support and teaching staff to ensure all learners' needs are met through a wide range of initiatives.
2. To lead the college approach to inclusion and adaptive teaching
3. To deploy and manage staff to undertake flexible and varied roles to meet service need and provide high quality support.
4. To manage the collation and storage of accurate and auditable Learning and Support records.
5. To implement an effective annual review schedule for all learners with an Education Health Care Plan.
6. To ensure that the allocation of staff meets learner's needs, and the funding claim appropriately records the service offered.
7. To ensure the implementation of appropriate support assessments in order to identify learners' support needs and deploy support in response to this including preparing documentation to apply for access arrangements.
8. To work with Learning Support staff and curriculum teams to identify, support and track learners deemed to be 'at risk' and failing.
9. To line manage the inclusion staff, this will include undertaking 1-1 meetings, team meetings, support, and development reviews.
10. To ensure staff attendance at annual reviews within schools for young people with an Education Health Care plan where appropriate and ensure that all supporting documentation is collated to inform the support to be provided. To ensure staff implement good transition practice for new and progressing Learners.
11. To manage the safety and wellbeing of learners by implementing good risk management practice.
12. To have an in depth understanding of safeguarding in relation to vulnerable learners with complex health/medical needs including those who require invasive medical procedures, medication, and personal care support
13. To oversee the management of students with complex needs and other medical conditions including ensuring staff training is timely and appropriate including liaison with outside agencies.

14. To oversee the safe administration of medication in line with procedure and to administer medication if required.
15. Work collaboratively with the Head of Inclusion to inform and implement the college's strategy, policies and procedures, and ensure compliance with relevant legislation.
16. Ensure effective communication and coordination with stakeholders, curriculum departments and broader college services to ensure that inclusion and support are integrated into the curriculum and learning environment.
17. Collaborate with external partners, such as local authorities and support organisations, to ensure that students receive appropriate support and to develop effective pathways to further education or employment.

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. | Good management skills with the ability to lead and motivate a team of staff. | ✓ | ✓ | 6 |
| 2. | Excellent communication, interpersonal and leadership skills to facilitate cross college team working and engagement with partners | | ✓ | 6 |
| 3. | Good IT skills and ability to use management information systems. as a means for recording, monitoring, and tracking additional learning support, including additional support funding | ✓ | | 4 |
| 4. | Ability to work under pressure and manage own workload with demonstrable problem-solving and decision-making skills. | | ✓ | 4 |
| 5. | Actively contribute to the College's safeguarding practice, procedures, culture and ethos | ✓ | ✓ | 6 |
| Experience | | | | |
| 1. | Experience of linemanaging learning support in an educational setting and working with parents/carers and partner Organisations | ✓ | | 4 |
| 2. | Broad knowledge and understanding of a range of conditions, learning difficulties including complex needs, health and medical care and sensory issues and their impact on learning | | ✓ | 6 |
| 3. | Knowledge of Health and Safety issues, current legislation, and procedures in relation to Learner risk management, monitoring and Personal Emergency Evacuation plans | ✓ | ✓ | 4 |
| Education | | | | |
| 1. | Maths Level 2 (e.g., equivalent to GCSE grade C or above) | ✓ | | 4 |
| 2. | English Level 2 (e.g., equivalent to GCSE grade C or above) | ✓ | | 4 |
| 3. | Teacher Training qualification e.g. PGCE or Certificate in Education or DTLLS Certificate in Teaching | ✓ | | 4 |
| 4. | Additional specialist qualification related to additional needs- at Level 4 or above | ✓ | | 6 |

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.