



Job Description

Head of Inclusive Learning Support

Job Title:	Head of Inclusive Learning Support
Grade:	Management spine 39 – 43 £47,575 to £53,262 (including London Weighting)
Hours:	36 hours per week, 52 weeks per year (1 FTE)
Reporting to:	Director for Learning and Support Services
Responsible for:	Learning Support Staff, Communication Support Staff
Base:	Richmond

PURPOSE OF THE POST:

The main purpose of the post is to ensure that support for learners with SEND, and those with Low needs leads to success for individual students either in terms of development of independence, life skills, qualifications, completion of course or job outcomes. To manage the Learning Support staff and manage the SEND code of practice requirements, particularly the EHCP and High Needs requirements. Knowledge of statutory responsibilities for SEND students alongside the Code of Practice is essential.

This role will also include working with the other Heads and management across the college to ensure all learners receive the same support across HRUC.

MAIN SCOPE OF POST:

- Working with the Head of School - to develop and manage SEND provision in line with the College's strategic objectives
- To manage a team in the delivery of Learning Support for SEND learners and to plan, manage and develop the learning support provision for SEND learners.
- To manage students with EHCPs. Including administration, application, enrolment, provision of support and budgetary needs for students with EHCPs including High Needs students
- To manage a team of staff who provide support for deaf or hard-of-hearing students
- To assist the Head of School and Director to manage the additional support funding claim across the College, and externally provided from local authorities, and represent the College as the SENCO.

DUTIES PERSONALLY PERFORMED:

1. To take a leading role in the development of SEND provision within the main College and for all college students.
2. To provide guidance for the SEND policy and strategy for the College.
3. To create and maintain a register of SEND learners through working closely with local authorities and the Transition Worker
4. To work with Head of School and Director to integrate SEND provision within the curriculum
5. This role may allow for delivery of teaching to SEND learners (either 1-1 or class based) equivalent up to 6 hours per week. This is to be agreed with Head of school in line with demands of the role.
6. To monitor the quality and success of SEND provision and maintain high standards in teaching, learning and assessment through observation of the staff in lessons and sharing best practice.
7. To liaise with the college Equality & Diversity lead to ensure that the needs of students with disabilities are identified and met and to help identify and implement the most appropriate intervention work for learners and record this on detailed learner profiles
8. Working closely with the Course Team Leader for learning support, the Transition Worker and the Senior LSAs, undertake day-to-day operational management of cross college learning support for SEND learners and other learning difficulties and disabilities in line with the college Learning Support Policy.
9. Through line management of the Senior LSAs coordinate the work of a team of Learning Support Assistants in all curriculum areas ensuring high quality, effective support across the College.
10. Through line management of the Transition Worker, CTL, learning support lecturers and learning support Administrator coordinate and carry out the annual reviews for EHCP students in accordance with the code of practice.
11. Through line management of the Exams Access Arrangement Officer and the Special Assessor/s take an overview of the key support needed to support SEND learners and those with Low needs who require exam access arrangements.
12. Through line management of the team ensure that the EHCP Consultation process is actioned and statutory deadlines are adhered to as part of the process. This includes taking an overview of the spreadsheet/database with the other Colleges' ILS Heads as we work together
13. To liaise with Heads of School and other academic staff on the students with learning needs within each area, both prior to enrolment and on programme, ensuring that staff are aware of their SEND learners and are also able to provide feedback on their progress periodically and for annual reviews.
14. To monitor the progress made in achieving plans and targets for learners with SEN including annual reviews for learners with an EHCP. To assist the Head of School with

monitoring of Basic Education students progress as an independent view from outside of the curriculum team.

15. To arrange further individual assessment of learning needs where appropriate
16. To arrange completion of individual action plans for additional support and to ensure appropriate records are kept
17. To liaise with the Head of School/Director regarding the additional support funding claims.
18. To ensure that systems and procedures are in place to meet the audit requirements of the additional support funding claim
19. To assist the Head of School with the allocation of resources including timetabling
20. To implement with the Academic Standards Manager a system of quality assurance and review appropriate to learning support
21. To take an active part in the appraisal system, and undertake appraisals of section staff in line with college Policy
22. To attend appropriate staff development sessions and to set up training regarding learning support and SEN for other college staff
23. To participate in the recruitment and induction of full, part-time staff and casual staff
24. To comply with all relevant Health & Safety regulations and assist the college in the implementation of its own Health & Safety Policy
25. To implement and comply with the College's Equality and Diversity Policy
26. To carry out other duties as may reasonably be required
27. To liaise with external agencies including local boroughs and parents
28. To gather information on student, parent and local authority views to improve the quality of the programme

Further Education is an every changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.

Person Specification Head of Learning Support

	Essential	Desirable	How assessed?*
Qualifications			
<ul style="list-style-type: none"> Degree or equivalent level qualification 	✓		Cert/AF
<ul style="list-style-type: none"> Advanced level teaching qualification recognised by the FE sector (e.g. PGCE/DET) 	✓		Cert/AF
<ul style="list-style-type: none"> SEN qualification or willingness to undertake one e.g the National Award for SEN Coordination 	✓		Cert/AF
Knowledge, Skills and Experience			
<ul style="list-style-type: none"> Experience of SEN teaching and learning support delivery in a cross-College setting 	✓		AF, IV
<ul style="list-style-type: none"> Good working knowledge of the 2014 SEN Code of Practice 	✓		AF, IV
<ul style="list-style-type: none"> An understanding of funding methodology in Learning Support 	✓		AF, IV
<ul style="list-style-type: none"> An awareness of recent government initiatives relating to SEN 	✓		AF, IV
<ul style="list-style-type: none"> The ability to deliver across the learning support spectrum 		✓	AF, IV
<ul style="list-style-type: none"> Understanding of Equality and Diversity and Safeguarding in education 	✓		AF, IV
<ul style="list-style-type: none"> Experience of managing/leading a team 	✓		AF, IV
<ul style="list-style-type: none"> Good communication skills, written and verbal 	✓		AF, IV
<ul style="list-style-type: none"> Good literacy and numeracy skills 	✓		AF, T
<ul style="list-style-type: none"> Proven organisational and administrative skills 	✓		AF, IV
<ul style="list-style-type: none"> Good IT skills including experience with databases 	✓		AF, IV
<ul style="list-style-type: none"> Experience of meeting financial targets and overseeing budgets 		✓	AF, IV
Personal Attributes			
<ul style="list-style-type: none"> Excellent communication skills 	✓		AF/IV/T
<ul style="list-style-type: none"> The ability to work under own initiative 	✓		AF/IV
<ul style="list-style-type: none"> The capacity to respond to the emotional as well as the educational and physical needs of individual students 	✓		AF/IV
<ul style="list-style-type: none"> The ability to lead and motivate staff effectively 	✓		AF/IV
Competencies <i>Section Managers should be able to demonstrate competency in all of the following areas:</i> Communication; Planning and Organising; Interpersonal Sensitivity; Strategic Vision; Motivating Others; Problem Solving and Decision Making; Developing Self and Others			AF, IV

*Evidence of criteria will be established from:

AF = Application Form

IV = Interview

T = Test (Micro-teach/Skills test)

Cert = Certificates checked on induction