

JOB DESCRIPTION

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| Job Title | STEP SEND Lead (South London or East Sussex Hub) |
| Responsible to | Executive Director of Primary |

Job Purpose:

The STEP SEND Lead is responsible for the development of SEND & Inclusion policies and processes to improve, strengthen and embed a culture across all academies whereby SEND is an essential thread running through all we do and recognised as a shared responsibility.

Responsible for the strategic leadership and operational management of SEND of children and in the determination of standards, quality assurance, audits and delivery to improve standards and best practice.

The SEND lead will work alongside SENDCo's, academy teaching staff and Head Teachers to ensure that support and best practice is developed to meet the needs of all our pupils. Strong relationships with Local Authorities and Parental bodies is also expected within the role.

- Develop and implement the Trust's SEND and inclusion strategy, policies, and procedures to ensure high-quality provision of support for all children and young people with SEND across our schools.
- Provide support, guidance, and training to staff across the Trust & hubs to ensure that they have the skills and knowledge needed to meet the needs of children and young people with SEND.
- Ensure that there is a robust system in place for identifying, assessing, and supporting children and young people with SEND across our academies.
- Oversee the provision of support for children and young people with SEND, including the development of Individual Education Plans (IEPs), Education, Health, and Care Plans (EHCPs), and other support plans as required.
- Develop Trust wide systems to report on SEND support and it's impact;
- Lead on Trust wide implementation strategies for the Green Paper;
- Promote the agreed vision of STEP Academy Trust.
- To support and promote the aims and ethos of STEP Academy Trust.
- Be committed to raising standards of achievement, regardless of need;
- To play a leading role in the school improvement process for SEND & Inclusion;
- To contribute to the on-going process of Academy self-evaluation for SEND & Incusion;
- Implement all the policies agreed by STEP Academy Trust, Board of Trustees and Strategic Governing Body.
- Be aware that each child has a right to equal opportunities and equal access to the curriculum.
- Work collaboratively with colleagues, setting high professional standards.
- Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.

- Take an active part in the life of a range of academies.

Key Accountabilities:

- Co-ordinate and support academy SENDCo's so that they have the tools, support and knowledge to excel in their roles;
- Develop a senior leadership partnership with the Senior Leadership Team in each academy. Work with them to ensure that the school meets challenging targets for improvement with SEND practice, support and achievement.
- To work with the other STEP SEND leader to develop extensive staff development training and deliver this where directed.
- Work with the Executive Directors of Primary to implement policies and procedures.
- Oversee assessment and tracking procedures and regularly analyse results for the whole hub and at individual academy level.
- Monitor the impact of support programmes for underachieving pupils across academies, and feedback to the Executive Directors of Primary and Executive Heads on impact.
- Monitor, analyse and address where necessary trends across academies for SEND pupils, including attendance, suspensions and attainment.
- Undertake any professional duties as directed or delegated.
- Cover for absent SENDCo's where necessary.
- Be organised, effective with time management and demonstrate continued development with the STEP Leadership Behaviours.

Safeguarding commitment

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

Commitment to Equality and anti-racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other than these duties given in the job description. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.

PERSON SPECIFICATION

Job Title: STEP SEND Lead

| Category | Essential | Desirable | Assessed by: Application Form | Assessed by: Interview | Assessed by: Task |
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| Qualifications & Experience | | | | | |
| Qualified Teacher Status, and recent and relevant CPD. | ✓ | | ✓ | ✓ | |
| Relevant SEND training and a commitment to carry out the NPQ for SEND when released | ✓ | | ✓ | ✓ | |
| Record of outstanding classroom practice with at least 5 years teaching experience | ✓ | | ✓ | ✓ | |
| Experience teaching across key stages | | ✓ | ✓ | ✓ | |
| Evidence of leading and maintaining a whole school initiative linked to school improvement. | ✓ | | ✓ | ✓ | |
| Experience of impact across academies over multiple sites | | ✓ | ✓ | ✓ | |
| Evidence of successful curriculum leadership and involvement in school improvement planning, specifically for SEND pupils; | ✓ | | ✓ | ✓ | ✓ |
| Experience of curriculum design and coherence. | | ✓ | ✓ | ✓ | ✓ |
| Proven track record of raising standards and meeting challenging targets. | ✓ | | ✓ | ✓ | |
| Experience of leading and managing a team, and of performance management. | ✓ | | ✓ | ✓ | |
| At least 3 years recent and relevant senior leadership experience in a primary school. | ✓ | | ✓ | ✓ | |
| Experience of child protection/ safeguarding with up to date training or willingness to undertake training | ✓ | | ✓ | ✓ | |
| Knowledge & Understanding | | | | | |
| Understanding of innovative and creative strategies that enable children to make excellent progress. | ✓ | | | ✓ | ✓ |
| Able to analyse, interpret and respond to school performance data, identifying areas for improvement. | ✓ | | ✓ | ✓ | |
| Excellent understanding of curriculum and pedagogical issues, including recent developments within the primary phase. | ✓ | | ✓ | ✓ | |
| Understanding of statutory and non-statutory primary frameworks. | ✓ | | ✓ | ✓ | |
| Thorough understanding of and commitment to equality of opportunity | ✓ | | ✓ | ✓ | |

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| Knowledge of safeguarding and child protection issues. | ✓ | | ✓ | ✓ | |
| Personal Skills and Attributes | | | | | |
| Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity. | ✓ | | ✓ | ✓ | |
| Ability to work independently and on own initiative; take responsibility for own professional development. | ✓ | | ✓ | ✓ | |
| Able to demonstrate the ability to form strong professional relationships and high levels of communication skills. | ✓ | | ✓ | ✓ | ✓ |
| A commitment to developing own Leadership behaviours in line with STEP framework. | ✓ | | ✓ | ✓ | ✓ |