

Job Description

Job Title: Head of Alternative and Specialist SEND Provision

POSCODE: CCC0344

Grade: P5

Overall purpose of the job

Please write one or two sentences about why the job exists. Focus on the achievement of the key end results of the job.

The purpose of the job is;

- to lead the quality assurance of all Alternative and Specialist SEND provisions across the authority that meets the standards in regards to quality, sufficiency and ability. The role plays an integral part in providing support, advice and challenge to Special Schools and CYPS staff on procedures and practice in relation to suspensions and exclusions.
- ensure that the authority meets all statutory requirements to exclusions, and promote, where appropriate the inclusion of school aged pupils and students within mainstream schools.
- Act as lead officer in relation to the Behaviour and Attendance Improvement Partnerships (BAIP) arrangements and act as single point of contact for Headteachers in relation to this service level agreement. This includes oversight of this budget area and responsibility as lead commissioner of this arrangement.
- Lead and Manage the authorities Alternative and Specialist SEND place planning and provision function with a focus on supporting vulnerable children and young people to remain in appropriate provision, schools and settings.

Main accountabilities

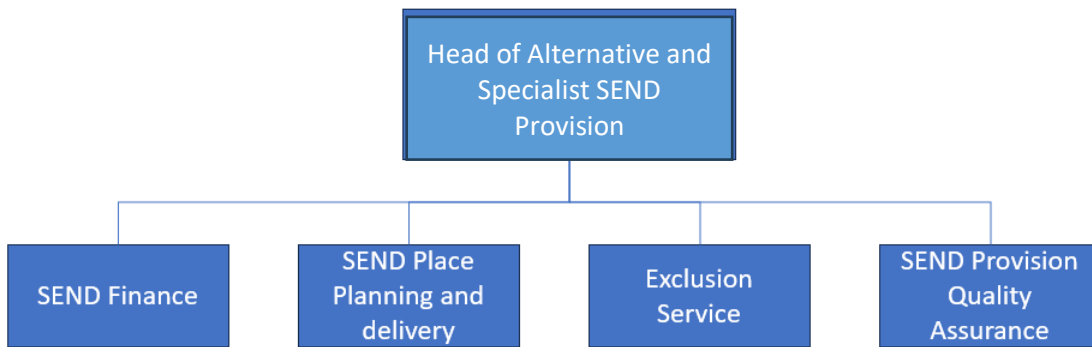
Please list the accountabilities in descending order of priority. Please include 6-9 accountabilities.

Main accountabilities	
1.	To lead the Alternative and Specialist SEND Provision service and take responsibility for accurate and up to date legal and strategic guidance to schools to include the implications of the Human Rights Act and the Equality Act 2010. Identify and secure the availability of appropriate advice and training for head teachers, governors and CYPS staff on all matters relating to exclusions. This will include leading on the delivery of a quality assurance framework for alternative educational provision
2.	Line Manage and supervise the Inclusion Service and Alternative provision service, involving all aspects of line management to ensure teams are engaged and highly effective in role through training, development, appraisals and be able to challenge performance when necessary
3.	To manage and be accountable for the budgets relating to Alternative and Specialist SEND places across Cambridgeshire

4.	To take a graded intervention approach to schools where provision is not deemed to be sufficient and to escalate and manage concerns as appropriate , liaising directly with senior leaders in education and to Ofsted
5.	To lead and chair the Alternative Education Provision Quality Assurance group and to report to the Secondary Heads Group and the Children and Young People Committee as appropriate
6.	To work directly with head teachers across Secondary, Primary and Special Schools with regard to Alternative and Specialist SEND Provision across Cambridgeshire
7.	To work in partnership with Schools, the Behaviour and Attendance Manager, Virtual School Head and District Teams to identify cases where provision does not meet statutory expectations and to support the process of redress through both support and challenge to schools and providers.
8.	Oversee all permanent exclusions to ensure that statutory processes are complied with, liaising with other staff as appropriate and provide the quality assurance frame work, set and monitor targets to reduce exclusions. This will including ensuring that consistent advice is given on individual cases and is made available in person, via LA officers as appropriate, to discipline committees of governing bodies considering the reinstatement of an excluded pupils
9.	Lead on the BAIP devolved funding SLA within Cambridgeshire and monitor and analyse the effect of strategies that they have developed to reduce levels of exclusions and managed moves.
10.	Lead the Alternative and Specialist SEND Place Planning function and oversee the development of robust forecasting methodology to ensure sufficiency of SEND school places.
11.	Promote and secure the dissemination of good practice relating to exclusions and behaviour and to monitor the effectiveness of the current policies and practices and to seek opportunities to evaluate and improve shared practice
12.	Oversee all SEND budgets relating to SEND and AP places ensuring they are tracked and managed appropriately in line with Safety Valve principles.
13.	Ensure that service area works in partnership with the SEND service, schools and the AP provision market to ensure inclusion of children and young people with SEND.
14.	Analyse and interpret data relating to SEND need, specialist provision and alternative provision, exclusions and behaviour, including benchmarking data and report this to the relevant committees at agreed intervals, and inform policy and practice at a school and county level.
15.	Respond to complaints, FOI and media requests and to take appropriate actions in a timely manner, including identifying and disseminating learning points with the aim of limiting the potential for future complaints.
16.	Demonstrate an awareness and understanding of equality, diversity and inclusion.

Safeguarding commitment *(Include for roles involving work with children/vulnerable adults)*

We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.



Person Specification

Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

Qualifications Required	Subject	Essential/ Desirable
Bachelor's degree	Education, Social Policy or equivalent	Essential
Master's degree; Post graduate management qualification; Teaching qualification	Education, Social Policy or equivalent	Desirable

Minimum levels of knowledge, skills and experience required for this job

Identify	Describe	Essential/ Desirable
Knowledge		
Legislation and statutory policies	Detailed up to date knowledge of legislation and practice in regard to place planning, school organisation, SEND, inclusion, admissions, human rights and the equality act 2010	Essential
Good frameworks and processes	Substantial knowledge of place planning, school organisation, SEND, exclusion legislations and processes, identification of young people at risk of exclusion	Essential
SEND, Alternative provision and partner agencies	Knowledge and understanding of alternative provision legislations and practice including all partner agencies	Essential
Public Sector	Knowledge and understanding of the Public Sector and Local Authority procedures and practices	Essential
Skills		
Leadership and Management	Excellent management and leadership skills. The ability to motivate others and share best practice. Support and develop a team, demonstrating the values and ethos of the service	Essential
Strategic thinking and decision making	Act strategically with the ability to plan and deliver a strategy for service improvement. The ability to understand complex systems and organisational dynamics, particularly in an education setting.	Essential
Project Management	Strong project management skills to deliver projects from inception to completion	Essential

ICT	Competent in the use of Microsoft Office, email and internet	Essential
Communication	Ability to write and present clear and concise information to a range of audiences both in person and virtually, including the ability to influence change and negotiate practice to enable the best strategic outcomes	Essential
Budget Management	Ability to manage budget in line with service's needs, good understanding of the principals of effective budget management in line with the County Council's financial policies and procedures	Essential
Experience	Give an idea of the type and level of experience required do not specify years of experience.	
Staff management	Leading and managing staff. The ability to understand the requirements of management and where necessary challenge where necessary.	Essential
Young people and families	Proven experience of working with young people and families with complex needs including behaviour that challenges	Essential
Collaboration	Work collaboratively with senior management across a shared local authority model and external agencies	Essential
Data Management	Ability to analyse and interpret data to support alternative provision, as well as managing performance and for audit purposes	Essential
Teaching	Experience of teaching and learning in a range of school environments	Desirable
Safeguarding	Demonstrate safe working practices that apply to this role.	Essential
Equality, Diversity and Inclusion (applies to all roles.	Ability to demonstrate awareness and understanding of equality, diversity and inclusion and how this applies to this role.	
Safeguarding (include for roles working with children/vulnerable adults)	Demonstrate an understanding of the safe working practices that apply to this role. Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	

Disclosure level

What disclosure level is required for this post?	None	Standard
	Enhanced x	Enhanced with barred list checks

Work type

What work type does this role fit into? (tick one box that reflects the main work type, the default work type is hybrid)	Fixed	Hybrid x	Field	Remote	Mobile
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