**Job Description**

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| Job Title: Inclusion Delivery Manager |
| POSCODE: CCC2085 |
| Grade: P3 |

**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.

This role supports the growing remit of quality assurance in our secondary schools and of alternative provision across Cambridgeshire . The post holder also assists the County Alternative Provision Manager to monitor the recently reviewed BAIP (Behaviour Attendance Improvement Partnership) Service Level Agreement with Cambridgeshire secondary schools.

The post holder is expected to work independently and will be supported to set their own priorities from the overall Cambridgeshire Alternative Provision Quality Assurance Framework, DFE Guidance and OFSTED regulations and standards.

An example would be undertaking quality assurance visits to our Cambridgeshire secondary schools, supporting and action planning the operational development of school AP processes and monitoring impact of actions.

# Main accountabilities

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

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|  | **Main accountabilities** |
|  | Lead on the quality assurance of alternative education provision on behalf of the Head of Alternative and Specialist SEND Provision in line with the Council’s agreed Quality Assurance Framework.  Have strategic oversight of the Alternative Provision Inclusion service.  |
|  | Undertake quality assurance monitoring audits of schools and settings to ensure that all children and young people resident in Cambridgeshire are receiving suitable alternative education provision. This will involve offering challenge, support and advice and, where necessary, may lead to interventions in cases where failings are identified.Continually monitor, review and develop processes which measure the quality of AP and Inclusion Practices within schools. Support the Head of Alternative and Specialist SEND Provision to review and maintain county policies and proceedures around exclusions, Fair Access and Managed Moves in Cambridgeshire. |
|  | Analyse and scrutinise data to identify areas of concernand to establish where schools are not meeting statutory and legal obligations, including safeguarding, within the provision being offered, and make arrangements to address these, with the support of the Head of Alternative and Specialist SEND Provision .Provide advice, guidance and challenge to schools and partner agencies regarding appropriate educational provision for our most vulnerable students, including those with SEND.  |
|  | Chair the Fair Access Panel and other Service Delivery forums as required.Lead on strategic oversight offor all children and young people in receipt of AP and open to other services such as Youth Justice, Children’s Social Care, and the Statutory Assessment Team Act as the main representative for the Education Directorate at the monthly MACE meetings. |
|  | Work in partnership with colleagues within the local authority s to identify children and young people where provision does not meet statutory expectations and support the process of redress through challenge and support to schools and providers.Forge relationships and support the creation of robust processes across borders with neighbouring local authorities to reduce the number of Cambridgeshire resident students being permanently excluded from cross border schools. |
|  | Work in partnership with Cambridgeshire schools and BAIPs (Behaviour Attendance Improvement Partnerships) to ensure alternative education provision remains of high quality and continues to meet the needs of children and young people, including those with SEND.Lead on the development and regular review of documentation related to the BAIP, for example the Service Level Agreement. |
|  | Provide advice and training to internal and external stakeholderson all matters relating to alternative education provision. Manage a team of Education Inclusion Officers, inlcudingregular supervision, appraisals, staff continual professional development, performance management, HR transactions, and act as a point of escalation for safeguarding and significant concerns. Have strategic management oversight for the Education and Inclusion Family Advice service. Line manage the operational management team for the service including safeguarding queries, staff recruitment and HR transactions.  |
|  | 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.To ensure that consistent advice across the authority is given on individual cases with regards to the statutory functions of Inclusion and exclusion  |
|  | Maintain up to date knowledge of legislation, government guidance and local policy regarding Education and in particular, Alternative Provision and Exclusions. Ensure that protocol and processes are in line with legislation, guidance and policy.  |
| 10. | To promote 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

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| --- | --- | --- |
| Qualifications Required | **Subject** | **Essential/****Desirable** |
| * Educated to degree level or equivalent
* Evidence of competence in management skills and/or equivalent management qualification
 |  | **Essential****Essential** |

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

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| --- | --- | --- |
| Identify  | Describe | Essential/Desirable |
| **Knowledge** |  |  |
| **Knowledge and Experience** | * Detailed and up to date knowledge of legislation and practice in regard to inclusion, SEND, admissions and fair access.
* Substantial knowledge of exclusion processes and the identification of young people at risk of exclusion.
* Knowledge and ability to make use of audit processes and to make judgements on quality.
* Knowledge of best practice in delivering a high quality assurance service
* An understanding of and sensitivity to working with elected members
* Experience and proven ability to work effectively in partnership with others.
* Critical analysis of data to inform decision-making.
* Experience which means that the post holder would be confident to challenge practice and act as a critical friend to address identified areas of weakness
* 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.
* Knowledge of evidence-based best practice in relation to alternative education provision for all children and young people, including those with Education, Health and Care Plans**.**
* Knowledge of the schools and academies in Cambridgeshire and Peterborough
* Developing policies and practices around alternative education provision
 | **Essential****Desirable****Desirable****Desirable****Desirable****Desirable****Desirable****Desirable****Essential****Essential****Desirable****Desirable****Desirable** |
| **Skills Skills and attributes** | * Ability to think and act strategically with the ablility to plan and deliver to secure service improvement.
* Excellent communication and interpersonal skills at all levels, including the ability to deliver high quality presentations and training
* Evidence of the ability to assimilate information from multiple sources, identify options and assess impact on schools, parents and children.
* Chair meetings effectively and in manner which enables all participants to contribute to discussion and debate.
* Highly developed negotiation, shaping, influencing and persuasion skills.
* Abilty to work constructively with a wide range of colleagues, offering both support and challenge where appropriate.
* Evidence of the ability to solve complex problems (a problem-solver who is outcome-focused).
* Excellent analytical skills, interpretation of data and writing associated reports.
* Ability to use IT systems including excel effectively
* Evidence of the ability to make difficult and/or unpopular decisions in a way which maintains professional relationships
* Ability to understand complex systems and organisational dynamics, particulary in regard to educational settings.
* Monitoring of the performance of schools and Education Inclusion Officers and taking actions as appropriate
 | **Essential****Essential****Desirable****Desirable****Desirable****Desirable****Desirable****Desirable****Desirable****Desirable****Desirable****Desirable** |
| **Equal opportunities** | Ability to demonstrate awareness/understanding of equal opportunities and other people’s behaviour, physical, social and welfare needs | **Essential** |
| **Safeguarding** *(include for roles working with children/vulnerable adults)* | Demonstrate an understanding of the safe working practices that apply to this role.  | **Essential** |
|  | Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.  | **Essential** |

**Disclosure level**

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| --- | --- | --- |
| What disclosure level is required for this post? |  |  |
|  | Enhanced with barred list checks |

**Work type**

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| --- | --- | --- | --- | --- |
| What work type does this role fit into? (tick one box that reflects the main work type, the default workers type is flexible) |   | Flexible  |  |  |