**Job Description**

Job Title **SEND District Manager**

Grade **P3**

**Overall purpose of the job**

To provide leadership and management of a multidisciplinary team of Educational Psychologists, Specialist Teachers and Specialist Practitioners. Each Team Leader will have responsibility for providing 1:1 supervision, advice and support to a multidisciplinary team, ensuring that practitioners in the team meet the requirements of professional and regulatory bodies for supervision, support, CPD. They will also have responsibility to undertake performance appraisal and ensure that all of the team meet the practice standards of the SEND Service.

Each SEND District Manager will be responsible for ensuring the effective delivery of SEND 0-25 Service in a geographical area and the deployment of expert skills and knowledge of the team to meet local need. As a key team manager, the post holder will be responsible for the delivery of the new SEND legislation and SEND Commissioning Strategy. They will also have a lead responsibility for workforce development in the area, ensuring that other non-SEND specialist teams have a good understanding of SEND legislation, statutory processes, and a level of training in priority areas.

Each SEND District Manager will provide systemic leadership and work closely with Early support colleagues, to ensure a consistent model of service delivery within area, and across the county and will address issues of quality assurance as they arise. They will work closely with others to troubleshoot, and problem solve around difficult cases to resolve issues at a local level, wherever possible. In addition to having responsibility for the day to day management of a team, they will contribute to project work and developments within SEND 0-25 Service that aim to address issues of school improvement in relation to CYP with SEND; keeping CYP in their local community; reducing suspension and permanent exclusions; promoting inclusion and removing barriers to achievement for CYP with SEND.

Main accountabilities

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|  | **Main accountabilities** |
| 1 | **Professional Leadership**    Provide specialist leadership and management of a multidisciplinary SEND Team of Educational Psychologists, Specialist Teachers and Specialist Practitioners.    Provide systemic leadership in the geographical area and ensure that a good working knowledge and understanding of SEND across other non-SEND specialist teams in the area.    Ensure that statutory deadlines are met by the team and that statutory work are dealt with effectively and efficiently. |

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|  | Support recruitment and induction processes and work with the Head of Service to ensure all appointed staff have the appropriate level of expertise and are familiar with national and county policies, protocols and practice standards.    Ensure that the team access safeguarding training on a biannual basis and follow safeguarding procedures.    Keep accurate and detailed records as required by the SEND District Manager and Head of SEND Specialist Services. This will include recording outcome measures and monthly reporting on statutory deadlines.    Quality assure the work of the team and deal with any issues of poor performance in accordance with CCC guidelines and procedures.    Supervise the senior team and meet regularly with them to assess and report on themes and pressures within the area.    Undertake performance appraisals of the team. Where a member of the team requires professional supervision from another SEND District Manager or from the Head of Service, undertake joint performance appraisal of the member of the team.    Ensure that the work of the team is evidence based and can show positive impact for children, families and schools. |
| 2 | **Service Delivery**    Ensure the effective day to day delivery of the service in area and across the county and be able to demonstrate the impact of the work of the team on improved outcomes for CYP, as defined by service plans and Local Authority performance indicators.    Lead on the delivery of SEND legislation and SEND Commissioning in the geographical area.    Provide systemic leadership in area.  Provide leadership to ensure statutory requirements are met by the team and work closely with SAT and SEND Advisers to support and challenge practice in schools and settings.    Ensure the delivery of high quality, specialist assessments and advice for Cambridgeshire children in an out of county educational placement. Ensure that those undertaking visits are following protocols and that there is close liaison with other teams within the directorate and Health, as appropriate.    Ensure that statutory deadlines are met, and that statutory work is of a high quality and complies with practice standards and Service expectations.    Ensure high quality, and expert contributions and reports for Tribunals from the team and their attendance at Tribunal Hearings.    Manage individual time allocations of practitioners in the team to ensure that the team are delivering on core, statutory and traded/enhanced functions. |
|  | Work closely with other managers in the area, including District Managers, SAT and colleagues in the Education Directorate and Health to identify trends and target support where needed, and manage resources accordingly.    Ensure staff in the team and partners have a good understanding of thresholds for involvement, roles and responsibilities, have access to accurate and relevant information to support best practice and promote inclusion of children and young people with SEND. Deliver specialist training and input to colleagues in other teams within the directorate to ensure this level of understanding.    Ensure that practitioners in the team are giving high quality, specialist advice and support that is evidence based and designed to address the needs of CYP.    Obtain the views of service users through surveys, focus groups and telephone interviews and feed this into area and whole Service planning and development.    Ensure consistent management and delivery of SEND 0-25 Service across Cambridgeshire.    Ensure the effective deployment of specialist SEND staff in area.    Provide expert knowledge of SEND practice and legislation to colleagues across the Directorates and undertake QA visits in specialist provision. |
| 3 | **Strategy and Development**    Contribute to project work within SEND 0-25 Service and Cambridgeshire County Council through attendance at relevant meetings, researching items, undertaking allocated tasks, implementation of any changes to practice as a result of the project and evaluating impact.    Have lead responsibility on an area of SEND 0-25 Service delivery across the county, for example Early Support delivery, Continued Professional Development or equality, diversity and inclusion.    Contribute to quality standards and quality assurance for SEND support, providing universal targeted and specialist services for CYP with SEND, and their families within the overall SEND Commissioning Strategy. |
| 4 | **Complex Casework**  Provide specialist support and expert advice to the team and other professionals across the directorate to ensure effective decision making for complex cases, particularly for those children and young people at risk of:     * Permanent Exclusion, in partnership with A and I coordinator * being placed in an Independent Specialist Educational Provision * breakdown of educational placement * increased vulnerability by being out of school, so that children and young people are maintained locally and appropriately using creative and proactive practice.     Take a lead role in advising on the resolution of complex casework, including advice to the local authority for SEN and Disability Tribunals. |

**Person Specification**

**Qualifications, knowledge, skills and experience**

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| **Qualifications Required** | **Subject** | **Essential/ Desirable** |
| Bachelor’s degree. | In a relevant field/discipline | Essential |
| Masters degree or relevant postgrad qualification | In a relevant field/discipline | Essential |
| PHD | In a relevant field/discipline | Desirable |

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|  |  | **Essential/ Desirable** |
| **Knowledge** |  |  |
| Safeguarding | A thorough understanding of Safeguarding policies and procedures | Essential |
| Legislation | An expert knowledge of national legislation, statutory guidance and Local Authority  SEND priorities, including the SEND  Commissioning strategy | Essential |
| Childhood and adolescent development | A specialist knowledge of childhood and adolescent development including the most commonly occurring conditions and developmental stages, and the impact of additional learning needs on a child/young person’s psychological wellbeing | Essential |
| Assessment and interventions | An expert understanding of issues relating to undertaking educational and child development assessments, analysis of assessment data to plan provision and interventions; up to date knowledge of assessments and evidence-based interventions. | Essential |
| Improved outcomes for CYP with SEND | An expert knowledge and understanding of the factors that lead to improved outcomes for children and young people with SEND and their access and participation in learning. | Essential |
| Organisations and systems | A specialist knowledge of working with schools and settings, including 16+ education providers as systems  Knowledge and experience in accessing and using relevant research, inspection and school self-evaluation evidence to justify | Essential |

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|  | key interventions at Local Authority, education setting and individual level |  |
| Management and interrogation of data | An excellent knowledge and understanding of databases and how they can be used as a management tool, as well as a good understanding of other databases including Excel and relevant data across Directorates. | Essential |
| Business planning | An excellent knowledge of systems and protocols of traded/enhanced element of the service and ability to discuss these with schools and other partners | Essential |
| Project management | Specialist knowledge of project management, implementation and evaluation | Desirable |
| Data analysis | Knowledge and relevant experience of using software packages and programmes to interrogate data. | Desirable |
| **Skills** |  |  |
| Management of the area team | Provide specialist leadership and management and are able to motivate a multidisciplinary team of Specialist Teachers,  Educational  Psychologists and Specialist Practitioners and make efficient and effective use of the range of skills and knowledge within the team.  Able to prioritise work, meet deadlines and utilise resources effectively in area and across the Service.    Adopt a flexible approach and apply their specialist knowledge and skills to deal with complex issues as they arise.    Apply their specialist knowledge and experience and respond appropriately to crises in the area, including children at risk of permanent exclusion; school placement breakdown, or a critical incident (e.g. death of student or staff member on school site) in a school or setting in the area.    Able to use their specialist knowledge, skills and experience to meaningfully implement  strategic decisions, policy and new legislation into operational practice. | Essential |
|  | Able to engage in critical self-review and to enable others to do so in professional supervision.  Able to address issues of performance fairly and competently, following the appropriate CCC procedures.  Demonstrate a commitment to apply professional reflection as part of ongoing CPD to evidence learning from experience.    Able to reflect on support and advice and have high professional expectations of self and others |  |
| Partnership working | Bring their expertise and specialist knowledge and a strong commitment to multiagency working and working with partners, including schools, settings and Health.  Apply specialist knowledge and skills to inspire and motivate others and work collaboratively and effectively with others to achieve team and organisational goals. | Essential |
| Communication | Able to communicate effectively in all the usual media with a wide range of audiences.    Be competent and confident in communications with parents/carers and children and young people and ensure collaboration and co-construction with families of action plans. | Essential |
| Confidentiality | Able to maintain confidentiality and discretion | Essential |
| Equality and diversity | Display an excellent understanding of equality issues, respecting and valuing an individual’s diversity | Essential |
| Flexibility and Resilience | Adopt a flexible and resilient approach to plan, organise and prioritise a demanding workload, in order to maintain the delivery of multiple, competing short, and long term objectives | Desirable |
| IT skills | IT literate | Desirable |