



## **Trust Special Educational Needs and Disabilities (SEND) Lead**

**Permanent**

**Leadership Pay scale – L8-L13 £59,167 - £66,919FTE**

At QEGSMAT, we recognise that every child is unique. In celebrating their differences, we recognise what they have in common, they all deserve an education that gives them the best opportunity to succeed and prosper. This is our vision. We know that the care, encouragement and protection of families around them helps children to thrive. QEGSMAT is one such family.

The role of Trust Special Educational Needs and Disabilities (SEND) Lead is to lead and oversee the SEND provision across the trust. The SEND Lead will ensure the highest quality of education and support for children with SEND, empowering academy leaders and staff to deliver inclusive and impactful teaching practices. The role is instrumental in shaping the strategic direction, promoting consistency, and driving improvements in SEND provision across both our primary and secondary settings.

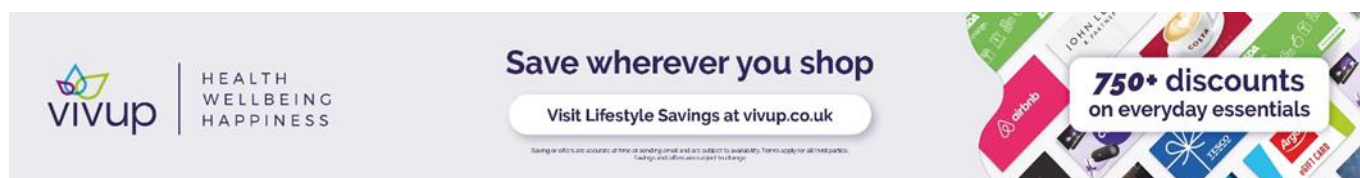
### **We are looking for someone who:**

- Puts children at the heart of everything they do
- Is an inspiring leader with a proven track record in leading school improvement
- Is able to prioritise and delegate effectively
- Has experience in managing the performance of staff and cultivating highly motivated teams
- Is someone who recognises and rewards excellent practice
- Is a strong communicator, who is personable, caring and passionate with high expectations of themselves and others
- Is committed to their own continued professional development and providing skilled monitoring and coaching to other potential future leaders

### **Why work for us?**

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- QEGSMAT is a recognised Disability Confident employer.

- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to the Teacher Pension Scheme
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- Access to 750+ discounts on everyday essentials via our benefit package with Vivup



QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found -

<https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this, please contact Dominic Hudson on 01335 340 830.

Further details about the Trust can be found on our website: <https://www.qegsmat.com/>

To apply for this position, please visit <https://qegsmat.face-ed.co.uk/vacancies>

**Closing date for applications:** Sunday 23<sup>rd</sup> February 2025

**Interview date:** TBC

**Salary:** Leadership Pay scale – L8-L13 £59,167 - £66,919FTE

**Potential Start date:** TBC



## **JOB DESCRIPTION**

**Post Title:** Trust Special Educational Needs and Disabilities (SEND) Lead

**Reporting to:** Directors of Education

**Scale:** Leadership Pay scale – L8-L13 £59,167 - £66,919FTE

**Disclosure Level:** Child Workforce - Enhanced, Childs Barred list

### **Purpose:**

The role of Trust Special Educational Needs and Disabilities (SEND) Lead is to lead and oversee the SEND provision across our Trust. The Send Lead will ensure the highest quality of education and support for children with SEND, empowering academy leaders and staff to deliver inclusive and impactful teaching practices. The role is instrumental in shaping the strategic direction, promoting consistency, and driving improvements in SEND provision across both our primary and secondary settings.

### **The Trust Safeguarding Lead's work is primarily to:**

#### **Provide Strategic Leadership:**

- Lead the development and implementation of an ambitious vision for SEND provision across the Trust.
- Provide expert advice, support, and challenge to academy leaders to ensure compliance with statutory requirements and best practices in SEND education.
- Work closely with Trust Leaders to contribute to wider Trust strategies on inclusion and equity.

#### **Monitor and Evaluate:**

- Oversee the quality of SEND provision across academies, identifying areas for improvement and ensuring robust action plans are in place.
- Conduct regular audits and reviews to monitor the impact of SEND strategies and interventions.
- Provide detailed reports on SEND performance to Trust Leaders and other stakeholders.

#### **Provide Advice, Guidance and Support:**

- Act as a trusted advisor to SENDCOs, headteachers, and senior leadership teams, offering tailored guidance and professional challenge to drive improvements.
- Foster a culture of collaboration, providing opportunities for SENDCOs to share expertise and develop their practice.
- Lead on professional development initiatives for staff to ensure high-quality teaching and support for children with SEND.

**Collaboration and Partnership:**

- Build effective relationships with local authorities, external agencies, and other key stakeholders to secure appropriate resources and support for SEND pupils.
- Support schools in communicating effectively with parents and carers regarding SEND provision and pupil progress.

**Compliance and Reporting:**

- Ensure all schools adhere to statutory SEND requirements and trust policies.
- Support schools in preparing for inspections and contributing to the evaluation of SEND provision within Ofsted frameworks.

**Job Responsibilities:****The Trust SEND Lead will work across the Trust to lead and implement the Trust strategy for SEND to:**

- Raise standards in learning and attainment through co-ordinating the provision for children with Special Educational Needs and Disability (SEND), monitoring standards and assessing progress across academies.
- Secure consistently high standards of SEND support in all Trust academies.
- Work with Trust Headteachers and SLT across the Trust, on the strategic development of provision for pupils with SEND: ensuring a joined-up approach.
- Provide expert advice to senior staff concerning SEND arrangements on an ongoing regular basis.
- Create, develop, implement, and advise upon strategic and sustainable Trust approaches to promoting excellent provision for SEND pupils within our academies.
- Build and develop robust links with external agencies, liaising with OCC, OXSIT, Educational Psychologists and other specialist providers of SEND service.
- Support and manage social, emotional, or behavioural issues
- Manage pupil family's trauma and concerns
- Collaborate with outside agencies

**Support for the Academies:**

- Maintain effective working relationships with colleagues, parents and carers
- Contribute to maintaining pupil records and academy logs of support and actions
- Communicate effectively with teaching staff in order to share information appropriately that will enable teaching staff to meet pupils' needs
- Attend Team around the School meetings with colleagues and outside agencies

**Support for the wider community role:**

- Develop and maintain effective working relationships with external professionals
- Attend meetings where necessary to review and support wider community initiatives
- Review and develop own professional practice

**Management:**

- Line manage the SENDCo's across the Trust
- Provide regular send updates to all staff (including maintenance of all related policies)
- Provide advice and counsel to the Academy Lead and leadership team on aspects of the Academy SEND procedure and practice

### **Professional Development**

- Maintain confidentiality and observe data protection and associated guidelines where appropriate;
- Maintain an awareness of Safeguarding Children and Child Protection;
- Understand and comply with the Trust's Health and Safety Policy in the performance of their duties and responsibilities;
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy;
- Understand and comply with all other relevant academy policies;
- Take an active part in appraising their own work against agreed priorities, targets, professional development and supervision arrangements;
- Undertake any necessary training associated with the duties of the post;
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.

This job description is not a complete description of the role, as you are required to undertake any other reasonable duties as directed by the academy leader and the leadership team.



## Person Specification - Trust Special Educational Needs and Disabilities (SEND) Lead

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Professional qualifications relating to Special Educational Needs and Disabilities practices: NASENCo</li> <li>• Good Honours Degree (First or second class)</li> <li>• GCSE English and Maths at Grade C or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ level 3 Health and Social Care or other recognised equivalent qualification</li> </ul>	<p>Application</p> <p>Interview</p> <p>Certificates</p>
Experience	<ul style="list-style-type: none"> <li>• Broad experience of working within school's support children with Special Educational Needs and Disabilities</li> <li>• Experience of working with children/young people within a Secondary educational or child development context appropriate to the role</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supervising other staff</li> </ul>	<p>Application</p> <p>Interview</p>
Skills	<ul style="list-style-type: none"> <li>• Knowledge and understanding of how children develop</li> <li>• Sound knowledge of Special Educational Needs and Disabilities and how that relates to policy and practice</li> <li>• Knowledge and experience of levels of support available to families and the processes needed to access support</li> <li>• Able to plan and implement support programmes for families</li> <li>• Good personal organisation in planning and delivering 1:1 and group support programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of working with children who may present challenging behaviour</li> <li>• Able to demonstrate specialist skills and knowledge in supporting vulnerable families with complex needs</li> <li>• Able to evaluate impact of interventions</li> </ul>	<p>Application</p> <p>Interview</p>

	<ul style="list-style-type: none"> <li>• Able to plan and prioritise own workload and that of others</li> <li>• Good oral and written communication skills</li> <li>• Able to develop positive, trusting, supportive and appropriate relationships with pupils, families and stakeholders</li> <li>• Able to maintain appropriate records effectively</li> <li>• Able to support families in order to develop resilience</li> <li>• Able to motivate pupils to promote achievement</li> <li>• Able to work in a team and in collaborative partnerships</li> <li>• Ability to use initiative and work with minimum supervision at times</li> <li>• Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives</li> <li>• A willingness to work with teaching staff to support pupils' emotional wellbeing</li> <li>• Have independent means of transport</li> </ul>	<ul style="list-style-type: none"> <li>• Able to contribute to and implement rewards and sanctions</li> <li>• Ability to use ICT programmes for data management and record keeping</li> </ul>	
Personal qualities	<ul style="list-style-type: none"> <li>• A positive and flexible approach, open to challenges</li> <li>• Empathy for pupils from a wide variety of social, religious and cultural backgrounds</li> <li>• Belief in the values and behaviours of DLT</li> <li>• Evidence of continuing professional development</li> <li>• Commitment to equal opportunities and diversity in the performance of duties</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivity, flexibility and a sense of humour</li> </ul>	Application Interview