A blue text on a black background

Description automatically generated**A blue and black background

Description automatically generatedA black and white logo

Description automatically generatedJob and Person Profile (JPP)**

|  |  |
| --- | --- |
| **Job details** | |
| **Job title** | Head of Service SpLD Team |
| **Job Reference** | 20604 |
| **Grade and Salary** | Leadership Scale – Range L10 to L13  £64,691 per annum (pro rata if part time)  This role includes performance related pay progression |
| **Service and Team** | Inclusion Service, Specific Learning Difficulties (SpLD) |
| **Location** | Endeavour House, Russell Road, Ipswich, Suffolk, IP1 2BX – Community Based |
| **Hours per week** | 37 - Full Time, and in accordance with Teachers Pay and Conditions, Leadership scale  30 days bookable annual leave |
| **Status** | **Fixed Term** |
| This role may offer the following flexible working options | * *Working part time hours (eg different hours/days to those advertised)* * *Job sharing* * *Working compressed hours (eg a nine-day fortnight)* * *Use of flexitime / time off in lieu* * *Hybrid working options, including some home working* * *Working from different Council buildings* |

|  |
| --- |
| **About us** |

As a modern and effective council, we understand the importance of being flexible and well-connected in the ways we work. We focus our ambitions on doing what’s right for people, our partners and our communities - both now and for the future.

That’s why, as one of the largest employers in Suffolk, we believe in empowering everyone. Through career variety and collaborative working, accessible career paths and professional development.

The support and care we offer encourages and enables you to be the best you can be. To make a meaningful impact on the world around you. To achieve a unique sense of pride in what you do, why you do it and where. **Reimagine the possibilities.**

|  |
| --- |
| **Main purpose of the job** |

To lead the Specific Learning Difficulties Service, supporting children and young people aged 0-25 within the Specialist Education Services, located within the SCC Inclusion Service. You will lead on quality and impact to support children and young people’s success and inclusion in their education setting, in line with the SEND Code of Practice, the SCC SEND Strategy and the Suffolk Graduated Response. You will lead a team, working in partnership with schools, settings, internal and external partners and stakeholders and families in ensuring joint working leads to positive outcomes for vulnerable children and young people.

|  |
| --- |
| **About the team** |

You will work in partnership with schools and settings to support and challenge policy and practice around SEND and inclusion, including provision and outcomes for pupils with and without an Education Health Care Plan (EHCP) and the efficient use of additional funding.

You will ensure a focus on enabling and empowering school and setting-based leaders and professionals to meet the needs of their children and young people (CYP) with Specific Learning Difficulties Service and enabling early intervention and to promoting inclusive practice.

|  |
| --- |
| **What you will be expected to deliver in the role** |

This role is in accordance with terms and conditions for teacher leadership (TL) positions. As such there is an expectation that these colleagues will be available outside of term times to undertake necessary tasks as directed by the Headteacher Specialist Education Services.

30 days annual leave will be booked to ensure protected time off work. At other times during the school holidays colleagues will work more flexibly than during term time but will be expected to be available to meet service needs as described above

**Current objectives for the role:**

* To provide effective leadership of the service, by working with the team to establish short- and medium-term priorities in supporting schools and education settings with their policies and practices around inclusion and SEND, thereby ensuring positive outcomes for vulnerable learners and their families.
* To establish a professional development plan for the team, linked to the service development plan, ensuring teachers and staff are equipped and confident in fulfilling their roles within the service.
* To develop and maintain a database to enable recording of impact and meaningful evaluation of the effectiveness of the service.
* Work closely with other Heads of Service, as well as internal and external partners and organisations to establish joint working in the interests of ensuring positive outcomes for CYP with SEND.

**Main activities and responsibilities:**

Reporting to the Deputy Head of Specialist Education Services this role will be responsible for leading and managing the Specific Learning Difficulties Service and its further development

to enable it to contribute to early intervention and to promote inclusive practice.

The role is **Inclusive of but not limited to:**

* Line management and allocation of caseloads for the Specialist Teachers within the SpLD Service.
* To develop the delivery of products as part of a traded service, as agreed with the Deputy Headteacher SES.
* To ensure the collation of appropriate data and intelligence to be able to report on the impact of the service for stakeholders, including the Deputy Headteacher SES, the Headteacher SES, the Assistant Director Inclusion, the Directorate Management Group and county councillors.
* Lead and develop quality assurance activity across the service to ensure meaningful service development and improvement planning.
* Ensure effective safeguarding practice across the service by leading on policy, practice, and training for all staff within the service.
* To contribute to the development and delivery of the Suffolk SEND Strategy and other Council priorities by leading the delivery of an effective service and contributing to the wider leadership of the Inclusion Service.
* To ensure the Specialist Education Services maintain a high profile throughout the county through a consistent high-quality service that supports schools and settings in their work with pupils.
* To use both national and international research that is proven to have a positive impact on outcomes for vulnerable learners to inform the development of the service.
* Representing the service at high level meetings within the County Council and with senior leaders in partner organisations.
* Champion co-production and ensure effective communications at all levels and with service users, external partners, and wider stakeholders.
* To be responsible for the efficient and effective deployment of resources which includes being accountable for the relevant service budget and monthly reporting on spend and end of year forecasting.
* To prepare and present as and when required. This may include briefings for the Deputy Headteacher SES, the Headteacher SES and the Assistant Director for Inclusion.
* Ensure that the provision of professional development activities for staff within the service are linked to the service objectives and development priorities.

Although this list provides examples of what you will be doing it’s not intended to be exhaustive, and you will have personal objectives linked to our People Plans and Strategies that will be discussed and agreed with your line manager when you start.

|  |
| --- |
| **Person Profile – what you will bring to the team** |

**Qualifications and professional memberships**

1. Educated to degree level or equivalent.
2. Qualified Teacher Status (QTS).
3. Additional qualification in Specific Learning Difficulties (Dyslexia)
4. Experience of school leadership roles.
5. Additional qualifications in SEND, or school management (Desirable).

**Values and personal qualities**

1. Demonstrates a passion for making a positive difference for Suffolk.
2. Shares our [WE ASPIRE](https://www.suffolk.gov.uk/jobs-and-careers/working-for-suffolk-county-council/our-weaspire-values/) Values and strives to lead by example in relation to these.
3. A strong commitment to fairness and Equality, Diversity and Inclusion (EDI).
4. Strives to continuously improve in everything they do, taking the initiative to learn and develop.
5. Brings creativity into their work through innovation and openness to change.
6. Collaborates well with others and offers assistance and support to colleagues.
7. Experience of managing and developing colleagues.
8. Significant experience of joint working with a wide range of partners and stakeholders.
9. Ability to communicate effectively in the written and verbal form to a range of audiences and within tight timescales.
10. Excellent interpersonal skills.
11. Demonstrate flexibility in thinking and work practices and to have the ability to keep solution focused in supporting others.
12. Ability to work independently and manage the work of others within a team or group.
13. Ability to support and challenge the work and practice of others, ensuring the motivation and commitment to deliver a high-quality service from all team members.
14. Flexible and adaptable working style.
15. Ability to work closely with officers of the Local Authority, specifically within CYP.

**Specialist knowledge skills and experience**

1. Proven good teaching skills in a mainstream school and/or specialist setting (e.g. PRU, Special School).
2. Knowledge and understanding of the demands of mainstream schools.
3. Comprehensive knowledge of a range of effective approaches and classroom strategies for supporting learners with SEND.
4. A knowledge of the current local and international research to support the delivery of a high-quality Whole School Inclusion service.
5. Comprehensive knowledge of the statutory guidance around SEND.
6. Comprehensive knowledge of the Ofsted framework for inspection.
7. Experience of planning and delivering CPD to staff in education settings.
8. Effective leader and team member who can support others to develop their own management skills.
9. Effective management and organisational skills that ensures effective and high-quality performance of a team.
10. Skills in assessing, evaluating, and monitoring children with SEND.
11. Sound knowledge of safeguarding children.
12. Reflective practitioner.
13. Ability to collate, analyse and interpret data to support service development and improvement.
14. A commitment to your own further professional learning.
15. Experience of change and management processes (Desirable).
16. Evidence of academic research undertaken in education/SEND/Inclusion (Desirable).

**Relevant Experience**

1. Significant experience of successful teaching in a mainstream school and/or specialist setting.
2. Successful teaching of learners with SEND.
3. Experience of leadership roles within an education setting.
4. Experience of planning and delivering training to staff.
5. Experience of development and improvement planning.
6. Experience of effective work with families.
7. Experience of effective joint and impactful working with other agencies and stakeholders.
8. Experience of teaching across the age ranges / key stages (Desirable).
9. Experience of budget and resource management (Desirable).

**Additional requirements**

1. Ability to manage time and priorities whilst maintaining high-quality service delivery and management.
2. Resourceful, resilient, and adaptable.
3. Able to take initiative and adopt a high level of autonomy.
4. Ability to manage budgets and resources to ensure efficient service delivery; being accountable for the proficient use of funds and resources allocated.
5. Proficient IT skills and the ability to create and maintain databases.
6. Ability to cope with stressful situations and resolve challenging behaviour, using solution focused strategies.
7. Non-judgemental commitment to improving the life chances of young people who can be challenging.
8. A DBS check will be undertaken for the successful candidate.

If you think you have what it takes to be successful in this role, even if you don’t meet all the criteria, please apply. We’d appreciate the opportunity to consider your application.

|  |
| --- |
| **Travel requirements** |

**Frequent Travel Essential** - You will need to travel, so you must either hold a full, current driving licence and have access to personal transport or meet the mobility requirements of the role through other reasonable and suitable means.

|  |
| --- |
| **Our values – WE ASPIRE** |



At Suffolk County Council our WE ASPIRE values set out the behaviours we expect from everyone in the organisation regardless of who they are, what their role or grade is or where they work.

The values have been developed through feedback and input from employees at the council and underpin how we go about our everyday work. They define us and help us to be the best we can be.

Visit our [**careers pages**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) for more information on our WE ASPIRE values.

|  |
| --- |
| **Our Customer Commitment** |

A picture containing logo

Description automatically generated

In addition to our WE ASPIRE values, we also have a **Customer Commitment** which sets out a number of strong principles that help support high standards of customer service and care that we can all endeavour to consistently demonstrate.

For more information, view our [**Customer Commitment poster.**](https://sccrecruit.blob.core.windows.net/assets/SCC/Other-Docs/17.06.2020_%20CUSTOMER_COMMITMENT_POSTER.pdf)

|  |
| --- |
| **More information for recruitment applicants** |

We offer a fantastic working environment including diverse and active staff networks,

great flexible working options and many benefits, as well as the opportunity to improve the lives of Suffolk residents.

Visit the [**Suffolk County Council career website**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) to learn more, including information about adjustments to recruitment processes, our interview schemes and other commitments to equality, diversity and inclusion.