

JOB DESCRIPTION

DEPARTMENT:	Education Sport and Culture
JOB TITLE:	Head of Special Educational Needs
REPORTS TO:	Head of Inclusion
GRADE:	Head Teachers

1. JOB PURPOSE

To lead special educational provision arrangements across all levels of the education system working in partnership with all stakeholders to ensure the delivery of high standard support to meet individual pupil needs within agreed policy and financial resources.

2. PRINCIPAL ACCOUNTABILITIES

- 2.1** Lead, develop, implement and maintain a structure of co-ordinated support for special educational needs ensuring the smooth transition from current arrangements through appropriate consultation with all stakeholders.
- 2.2** Advise and guide the ESC senior management team on short term/long term trends and developments in relation to special educational needs and the impact on the service to assist and where appropriate lead in the planning of resources and provision for the service.
- 2.3** Lead, maintain and work with all stakeholders to review, plan and co –ordinate the deployment of Resourced Provision staff to ensure the effective deployment of expertise and resources to meet the needs of pupils across the service and identified priorities.
- 2.4** Lead, manage, develop and motivate centrally employed members of the Education Needs Team ensuring the effective provision of centrally co-ordinated services in-line with organisational need and providing direction, support and guidance as is appropriate.
- 2.5** Manage and ensure the effective allocation of the Central Educational Needs Team budget in line with financial directions and policy ensuring value for money.
- 2.6** Ensure the effective management of the Multi-Agency Special Educational Needs Assessment and Review function within policy and statutory requirements.
- 2.7** Coordinate the professional development of Resourced Provision staff to address current and future needs in line with planned organisational requirements.
- 2.8** Lead and quality assure the Educational Needs Coordinator (ENCO) function working with headteachers and the Schools and Colleges Team to ensure the effectiveness and continued development of this function.

- 2.9 Liaise with other agencies regarding arrangements to enable children with Health and Social Needs to access appropriate educational arrangements, and transition into and out of the education system at the appropriate time.
- 2.10 As a member of the EST management team contribute knowledge and professional advice individual special educational needs placements.
- 2.11 Lead the Well Being provision in conjunction with the Educational Psychology Service
- 2.12 Lead and manage the recruitment and appointment of all SEN staff across schools.
- 2.13 Support the design and implementation of a comprehensive SEN database
- 2.14 Have oversight of the management and process regarding those pupils Educated Other than at School.
- 2.15 Plan all SEN training and ensure that it is targeted and effective.
- 2.16 Any other duties as required by the Director of Education Sport and Culture

3. **DIMENSIONS**

Financial

- Management of the Special Educational Needs budget
- Management of the professional development budget for Resourced Provision staff.

Staffing

Line management of Central Educational Needs Team staff:

- Head of English as an Additional Language Team
- Teacher of the Visually Impaired
- Peripatetic Teacher of the Deaf / Audiologist
- Lead ENCO Project
- Record of Needs Officer
- Speech and Language Key Workers

Line management of Resourced Provision Managers:

- Well-Being Team
- BAC Group
- Communication Support Centres (2 Secondary / 2 primary)
- HI Provisions (1 Secondary/ 1 primary)
- PI Provisions(1 Secondary/ 1 primary)
- Pre School Language groups

Relevant Statistics

There are currently 329 Records of Need, under the following categories:

- Autistic spectrum disorder – 87
- Physical impairment – 43
- Emotional and behavioural difficulties – 40
- Speech and Language – 37
- Severe learning difficulties – 35

- Low incidence needs – 26
 - Moderate learning difficulties - 19
 - Hearing impairment -16
 - Specific learning difficulties – 8
 - Profound and multiple learning difficulties – 6
 - Visual impairment – 5
- (not categorised – 6)

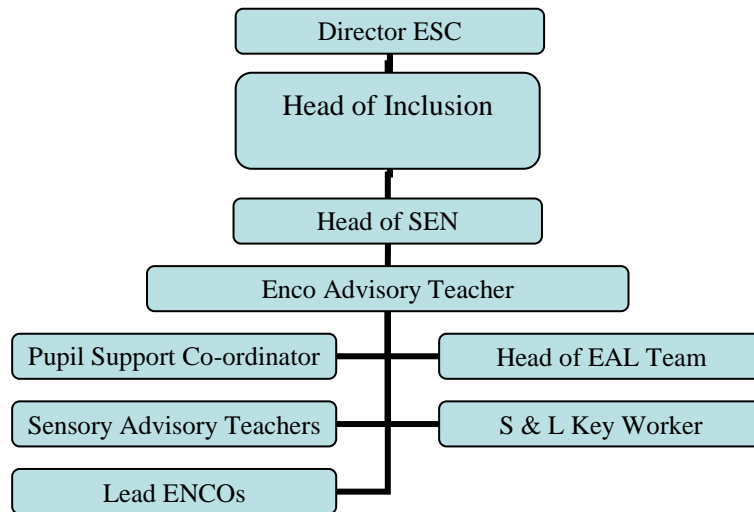
Impact on the Organisation/Dept./Section

- This role underpins the co-ordinated provision of special educational needs support, in line with the ESC Inclusion Policy.
- The role ensures that special educational needs support is arranged so as to meet the identified special educational needs of pupils in Jersey schools in such a way as to optimise the capacity of mainstream schools to address a wide range, degree and combination of special educational needs.

4. KNOWLEDGE AND SKILL

- First degree and/or equivalent teaching qualification
- Additional Special Educational Needs qualification
- Successful teaching experience in main stream and as a special needs practitioner
- Be a highly respected practitioner within special needs.
- Successful experience as an adult trainer
- A sound knowledge of the range of special educational needs from age 3 to 19
- Familiarity with Jersey special educational needs organisation, policy and procedures
- ICT skills
- Current driving licence
- Possess excellent interpersonal and strong influencing and negotiation skills
- Proven experience in people management.
- The ability to manage change.
- Experience in the management of budgets.
- High level of personal organisation.
- Proven ability to work in partnership with outside agencies and internal partners.
- Personal resilience

5. **ORGANISATION CHART**



6. **JOB CONTEXT**

- The post holder will work closely with the Principal Educational Psychologist, the Senior Education Welfare Officer, the Professional Partners, Headteachers, ENCOs and other agencies, to ensure coordinated pro-active support to address special educational needs within inter-Departmental developments.
- The postholder will lead and implement agreed developments to enhance the coordination of SEN support both within ESC and with other agencies.
- The postholder will be required to lead and implement changes to the current organisation of special needs provision through consultation and negotiation with all stakeholders.