

JOB DESCRIPTION QUESTIONNAIRE

DEPARTMENT: **Education, Sport Culture**

JOB TITLE: Head of Inclusion

REPORTS TO: Director of Education, Sport & Culture

TYPE: **Maintenance** - if this box is ticked, please indicate job number below
 New

JOB NUMBER (if maintenance):

GRADE: (please leave blank)

EVALUATION DATE: (please leave blank)

1. JOB PURPOSE

To assist the Minister Education, Sport and Culture in delivering the statutory requirements of the Education Law (Jersey) with regard to Special Educational Needs.

2. PRINCIPAL ACCOUNTABILITIES

- 2.1** To lead and direct Inclusion for Education, Sport & Culture and to ensure that all sectional duties, responsibilities and delegated powers are effectively and appropriately discharged.
- 2.2** Lead, strategically develop, propose, gain approval for and implement a structure of support for special educational needs, ensuring a smooth transition from current arrangements through appropriate consultation with all stakeholders and ensuring the ongoing maintenance of the implemented structure.
- 2.3** Advise and guide the Minister, Director and Senior Management Team on trends and developments in relation to special educational needs and the impact on the service and where appropriate assist in the leading of the planning of resources and provision for the service.
- 2.4** Lead, develop and motivate the members of the Educational Support Team (EST) Senior Management 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 SEN budget in line with financial directions and policy ensuring value for money.
- 2.6** Be the lead contact for all other agencies regarding arrangements to enable children's needs to access appropriate educational arrangements.

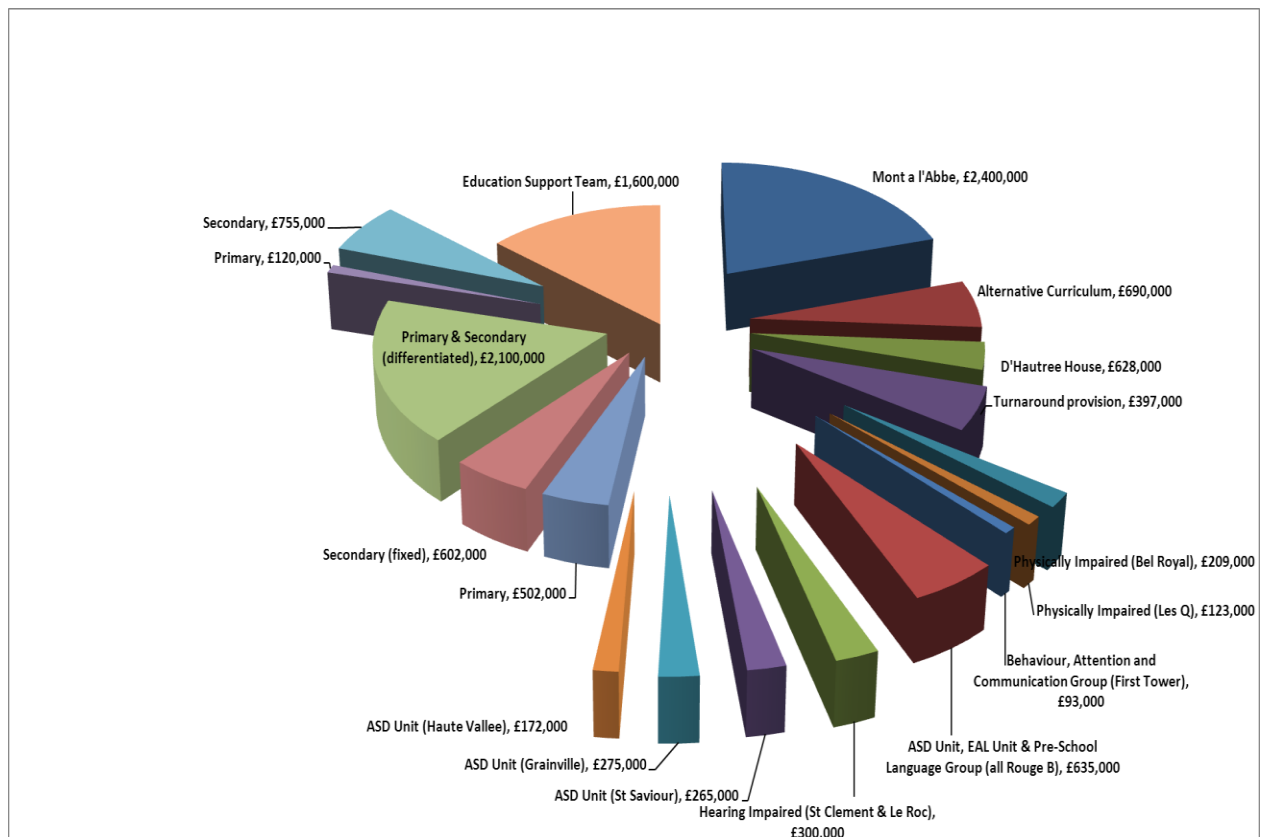
- 2.7 Plan, organise and control the provision of special educational needs' services, in accordance with relevant legislation and the policies of the States of Jersey.
- 2.8 As a member of the Senior Management Team (SMT) contribute to the overall review, development, presentation and implementation of departmental strategy, policy and procedure.
- 2.9 Act as Professional Partner for the Special Schools within the service ensuring the evaluation of schools performance against agreed development plans, coaching the head teacher to achieve and improve high standards in line with policy and required standards.
- 2.10 To represent the Director at a senior level, with other Departments within the States of Jersey, private and 3rd sector organisations to secure the best interests of the Department and its services on behalf of the public.

3. DIMENSIONS

The total budget for special educational needs is £11.9m.

Financial

Special Educational Needs Budget



The post holder, whilst not being directly responsible for the entirety of the budget, will formulate policy and practice determining spend. The post holder however is directly responsible for these areas of the budget;

- £1,600,000 Education Support Team
- £400,000 Primary SEBD support
- £1,340,000 ASD provisions and PSL group
- £300,000 Hearing Impaired provision
- £330,000 Physically Impaired provisions
- £2,100,000 Differentiated SEN funding to schools
- £93,000 BAC group

Staffing

- 1 Principal Educational Psychologist
- 4 Educational Psychologists
- 1 Senior Education Social Worker
- 3 Educational Social Workers
- 1 SEN Coordinator
- 2 Visually Impaired staff
- 2 Hearing Impaired staff
- 1 Head of EAL and Teacher of EAL
- 6 EAL key workers
- 2 Pre-school language staff
- 2 speech and language key workers
- 4 Well-being staff
- 4 Administration staff
- 143 key workers across provisions

Relevant Statistics

- 3 special schools
- 8 school based provisions
- 331 pupils, currently, with Records of Need

Impact on the Organisation/Dept./Section

The Head of Inclusion leads a significant section within the Education Department which ensures the delivery and/or access to learning for all children with Special needs in Island schools. They also over see safeguarding and welfare policy and support for all schools and children. They also oversee the quality of provision in special schools. This is a complex area to work in where individual cases can have high political interest and are often emotive. This role as a result requires a sound judgement and excellent working relationships with school leaders, outside agencies, children and families.

The postholder is also responsible for managing a significant budget and is accountable to ensure the quality of provision. They will play a crucial role in setting the direction for the department, analysing data identifying issues and developing strategies that lead to effective inclusion.

4. KNOWLEDGE AND SKILL

A degree level education plus a postgraduate professional qualification in teaching is required. An additional postgraduate qualification in education management or general management is also essential, due to the breadth of senior management responsibility included in this role. Knowledge of the Education Service, the curriculum and educational law is essential.

The post holder should be a seasoned professional with a minimum of ten years management experience at a senior level preferably in an education environment. In addition, proven experience of developing and implementing change and initiating, leading and contributing to departmental policy development and implementation.

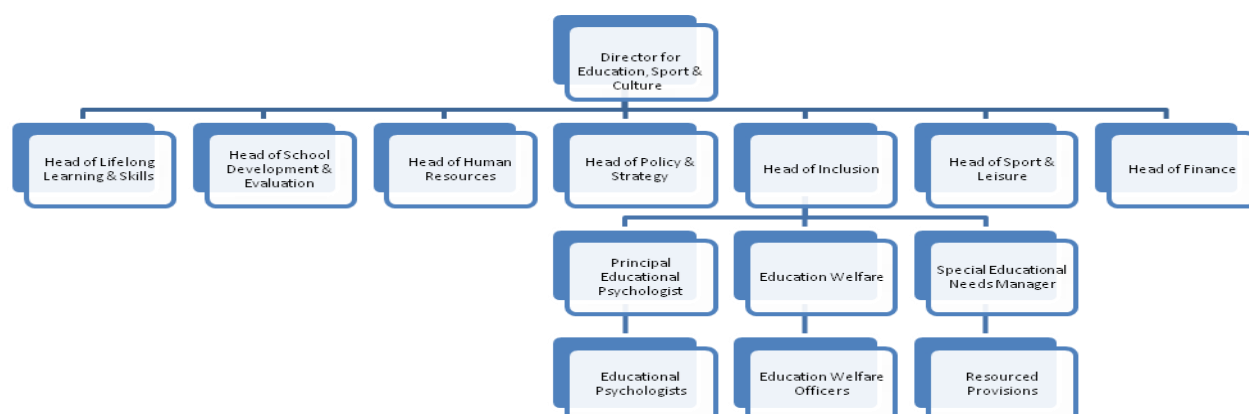
The post holder needs to be adept at dealing with a wide range of people, have excellent inter-personal skills, with a high standard of social and communication in order to formulate, negotiate and gain acceptance of decisions, judgement and advice. Experience in union consultation and negotiation would be extremely beneficial.

The postholder must possess political and strategic awareness and be able to apply a wide breadth of knowledge of common departmental issues.

Extensive leadership and organisational administrative skills are essential.

The postholder must have extensive experience of budget planning, audit and management.

5. ORGANISATION CHART



Direct Line Management Responsibility

Principal Educational Psychologist
Senior Education Welfare Officer
Head of Special Educational Needs
Office Manager, Education Support Team

6. COMMUNICATION / CONTACTS

The postholder will have regular contact with heads of service in other departments, headteachers, legal guardians, lawyers representing looked after children, school governors, politicians, Youth Court Magistrate and Panel, families of SEN children

and the Senior Management Team at Education, Sport and Culture. These contacts are critical to the achievement of objectives.

The postholder will need to be able to communicate persuasively, articulate clearly in speech and writing and adapt appropriately to different audiences. The postholder will need to be creative in problem solving and capable of initiating and dealing with challenge and managing conflict.

7. SUPERVISION RECEIVED AND WORK PLANNING

The postholder will be responsible and accountable for providing appropriate support and challenge to all members of the Special Educational Needs department

As a senior educational professional, the postholder will exercise a significant degree of autonomy in determining work priorities across this area and contribute to the generic SEN work of the schools.

The postholder will work in accordance with the protocols established for business planning including annual scrutiny of school based funded practice. This scrutiny will involve an evaluation of effectiveness in:

- Improving outcomes for pupils with identified SEN;
- Allocating funds in a prioritised and targeted way;
- Ensuring that provisions are fit for purpose and tailoring challenge and support to particular circumstances.

8. WORKING PROCEDURES AND SCOPE

The postholder will be required to work within the Education Law and the Department's general educational policies to develop, monitor and implement practice that delivers the Inclusion Strategy.

The post holder will be required to review and introduce new structures of working for schools and other providers. They will be responsible for providing support and feedback to other members of the Senior Management team including the Director and Ministers to ensure the successful adoption of relevant strategies.

The Head of Inclusion will meet regularly with the senior leadership team, analyse relevant data and develop procedures and policies to address identified issues within the system. The postholder will meet with a wide range of relevant professionals including headteachers and other childcare and associated agencies.

During the school year if the Head of Inclusion becomes aware of any failings in the system they will initiate appropriate challenge and additional support. If there are concerns about the sustained under-performance of a school or provision or any aspect of the service, this would be brought to the attention of the Senior Management team which includes the Director of Education, Sport and Culture.

9. CHANGE STATEMENT / NEW POST

This is a new post which has been developed to ensure the strategic leadership in the areas of special needs, welfare and education psychology across the Island's schools, provisions and central teams in line with the Education Law. This area of the business is currently under review to enhance and improve services and ensure resources are being allocated to meet need. This area is also now being represented at SMT in its own right due to the complexity of issues often faced and to reflect the importance and impact of inclusion on department strategy and policy.

Signed _____ Date _____
Postholder

Signed _____ Date _____
Immediate Supervisor

Signed _____ Date _____
Chief Officer