



## Job Profile

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<b>JOB TITLE:</b>	SEND Advisory Service (SAS) Team Manager
<b>GRADE:</b>	POD
<b>POST NO:</b>	27390
<b>JOB TIER:</b>	4
<b>DBS CHECK:</b>	Enhanced
<b>GROUP:</b>	Children's Services
<b>SERVICE:</b>	SEND and Inclusion

### REPORTING STRUCTURE

<b>Reports to:</b>	Principal Educational Psychologist
<b>Direct Reports:</b>	Up to 10
<b>Indirect Reports:</b>	Up to 5

### ROLE PURPOSE:

Management of a SEND Advisory Service Team, ensuring agreed team plans and performance targets are delivered and that a culture of 'putting our residents first' is maintained. The SEND Advisory Team consists of SEND Advisors and sensory support provided by Visual Impairment Specialist Teachers and Hearing Impairment Specialist Teachers.

The remit is to provide support to staff working in mainstream educational settings in Hillingdon - to develop their knowledge, skills and confidence in addressing the teaching, learning and wellbeing needs of student with SEND.

Excellent oral and written communication skills are essential, as is a clear understanding of the barriers to access and learning that children and young people with SEND face and how these barriers may be overcome.

Specialist knowledge and experience of working with staff and students with SEND in mainstream settings or in an Outreach capacity are essential.

The post holder will need to have an ability to challenge, motivate and inspire teachers, teaching assistants and other staff and professionals across Children's and Adult Services. A commitment to inclusive education for all pupils is required.

In addition, the role has a considerable commitment to SEND statutory responsibilities including contributing to EHCPs where appropriate; regular attendance at SEND Panels; Quality & Assurance Plan reviews; SEND directed observations and assessments; and potentially representing the Local Authority in formal Mediation, and Tribunals.

## **PRINCIPAL ACCOUNTABILITIES:**

The following points are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder, and employees will be expected to carry out such other reasonable duties which may be required from time to time.

- To lead a multidisciplinary team that work in tandem to support educational settings, children and young people with SEND age 0-25 through a preventative approach
- To ensure that the advisory team provides continuum of SEND support to settings, ensuring provision of a quality service, which achieves positive outcomes for individuals with special educational needs and/or a learning or physical disability
- To observe, evaluate and identify appropriate strategies and interventions for the team to use with individual children and young people with SEND in nurseries and mainstream settings, to support both their access to the curriculum and social/interaction skills.
- To embed the use of the local area My Support Plan and Ordinarily Available Provision document and to align practitioner's advice and intervention with the recognised SEND pathway
- To ensure the delivery of successful interventions based on evidence-based practice enabling children and young people with a range of needs to be included in local mainstream settings
- To deliver a successful specialist teacher advisory function to coordinate support for children and young people with SEND through the use of the local area My Support Plan or an EHCP.
- To engage with educational settings, children and young people with SEND, their families and other services to ensure they are involved in any service review or redesign
- To ensure educational settings within the local area follow the outlined SEND pathways of support
- To ensure specialist advice is tailored to support educational settings to meet the needs of children and young people with SEND without the need to escalate to statutory services wherever possible
- To ensure the support offered by the team is efficient and effective and provides value for money

- To ensure the team provides person centred support to children/young people and works in partnership with parents/carers, health services and other professionals and supports children/young people through the transition into education, FE, employment etc.
- To offer support, advice, recommendations, modelling and coaching to school staff in developing their understanding of SEND and confidence in the implementation of these strategies in mainstream settings.
- To support the specialist SEND advisors within the team to develop their practice and to guide and oversee their offer of direct intervention with schools, staff and children.
- To complete written reports on service delivery, analyse complex datasets, drawing conclusions from data, and translating this into SEND advisory service delivery.
- To assist in the formulation of strategies for a whole school approach to the inclusion of pupils with SEND, including development of various policies and guidance as well as training offer
- To prepare, modify and where appropriate deliver training, workshops and strategic forums for school professionals.
- To ensure that team offers advice and supports schools with transitions.
- To provide contributions as required to both the Statutory Assessment and SENDIST processes.
- To attend meetings including case conferences and annual reviews and actively contribute to the partnership work across education, health and social care that arises to ensure approaches within the team support effective multi-agency working.
- To maintain and develop up to date knowledge and skills in the field, including a high level of IT and the effective use of IT across the curriculum.
- To demonstrate excellent teamwork skills and attend team and supervision meetings, training days and other in-service activities as required.

## A. Job Description

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### 1. Resident & Community Contribution

- To ensure individuals (children and adults) and their carers, where appropriate are supported to lead as safe and independent lives as possible.
- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- To demonstrate understanding of the underlying principles of the Education and SEND Directorate.
- To contribute to a strong working relationship between the local authority and

all schools and local system leaders. Escalate any concerns to senior managers.

## **2. People Management**

- To be responsible for the selection, development and performance of the team in line with the Council's HR policies.
- To ensure all team members receive the appropriate level of communication to maintain engagement with the Council's vision, priorities and activities.
- To be responsible for maintaining a safe and healthy working environment in line with Health & Safety at Work Act (1974).
- To lead, motivate and develop a team of professional staff, to ensure that they are able to provide a service that achieves successful outcomes for users within budget.

## **3. Operational Service Delivery**

- To provide professional expertise as a specialist teacher and leadership to the team and wider stakeholders in ensuring and promoting the highest professional standards of service to people to achieve successful service outcomes for users
- To ensure service delivery supports the implementation of SEND and AP Strategy and strategic ambitions for children and young people with SEND.
- To support the management to reform practice within the local area so that increased focus is given to earlier intervention for children and young people with SEND
- To support the management to effectively deploy and review the impact of limited funding resources
- To work closely in collaboration with other teams across the directorate, especially with the SEND Team and Educational Psychology Team to prevent escalation of needs through effective early intervention including effective use of Early Support Funding.
- To oversee impact and uptake of SEND reviews and Inclusion Commitment
- To lead on implementing SEND and AP Strategy Ambitions and improvement plan following Local Area SEND Ofsted Inspection to improve provision and promote mainstream inclusion.
- To ensure the multidisciplinary team work in a coordinated way and in harmony with the Council's Educational Psychology Service and SEND statutory team

- To use local area data to target educational settings who may require enhanced intervention through consideration of school census, attainment, attendance and exclusion data
- To lead a successful training programme for schools, parent/carers and other Council officers in relation to supporting children and young people with SEND
- To demonstrate the impact of the advisory services on the demand for statutory intervention for children and young people with SEND
- To lead on relevant strategic and operational groups related to implementation of SEND and AP Strategy as well as report on progress towards KPIs within DSG Safety Valve Programme.
- To represent Education and SEND Directorate at various groups and boards eg. Fair Access Panel, Stronger Families Subgroup, Thrive Network, PINS steering group, headteachers termly meeting etc.
- To develop and manage systems and procedures that identify and respond to the safety needs of the client and staff, providing a premium service to those at high risk. Give guidance and direction, and to ensure that the staff act in accordance with statutory requirements, policies and procedures
- To manage workload systems and database to ensure resources address priority cases and respond to changing needs and circumstances, ensuring staff workloads reflect waiting priority cases
- To manage, review and continuously improve the operational functions of the team in a way which ensures consistently fair and timely access to services for schools, individuals with disabilities and their family/carers
- To maintain up-to date knowledge on developments in SEND legislation and best practice in services for disabled children, young people and adults, to support CPD requirements
- To lead on and take appropriate action within departmental procedures, to ensure vulnerable individuals' safety and well-being is protected
- To develop, promote and sustain positive and productive working relationships and partnerships in the assessment and delivery of services. This will include providing expertise to external agencies, joint working with primary and secondary health providers and social care providers and the voluntary sector community groups to publicise services avoid duplication and prevent gaps in service delivery
- To use service intelligence to inform strategic planning for children and young people with SEND across the local area, particularly at SEN Support
- To monitor and review the effectiveness of the team processes, against departmental standards, by:
  - collating and analysing statistical data on response times and unmet needs
  - reviewing external feedback

- evaluating overall team performance against agreed standards and indicators, guidelines and legislative requirements
- To ensure the team delivers coordinated, personalised, evidence based early interventions for children, young people and adults with the aims of de-escalating issues of concern, achieving sustainable change, promoting capability and capacity within settings and families to problem solve difficulties they experience or may experience in the future and diverting them from statutory intervention services
- To work alongside children, young people and their families to ensure their views are always sought and that their voice is central to all work that is undertaken.

#### **4. Service Planning & Development**

- Ensure that an annual Team Plan, aligned to the Group / Service Plan(s), is developed, agreed and communicated to team members in a timely manner.
- Ensure clear Service Level Agreements (SLAs) are in place where appropriate, covering all aspects of service delivery with performance and response levels, together with the escalation process if SLAs are not met.
- Maintain a current workforce plan including a succession plan for all key roles within own team.
- In addition to managing the operational duties of the team, each Team Leader will also be accountable for a “lead role” in development of the overall service area, e.g. policy development across children and adults.

#### **5. Financial & Resource Management**

- To take responsibility for the effective management of the allocated department / team budget.
- To ensure all purchasing and procurement is conducted in line with the corporate guidelines with appropriate use of the Council's financial systems.
- To ensure that all workforce expenditure is compliant with corporate guidance and that any temporary resource is purchased through the Council's agency contracts.

#### **6. Service Improvement**

- Implement continuous monitoring of team and individual performance and productivity to ensure the delivery of Service Level Agreements (SLAs) are maximised and support offered by the team is impactful.
- Manage the implementation of improvement initiatives and change programmes using the Council's Project Management and Service Improvement methodologies.

- To lead on new ways of working ensuring that innovative approaches are used which facilitate take up of Personal Budgets / Direct payments and increase independence for all disability service users in line with Preparation for Adulthood agenda.
- Collate and review data analysis to identify target areas for improvement
- Support the team to embed and review a Quality Assurance Framework to ensure effective service delivery

## **7. Contacts**

- Primary contact will be with other officers within the Council, educational settings and service users / residents and their representative bodies.
- Primary and secondary health managers and staff, other public sector agencies, e.g. early years settings, colleges, voluntary organisations and community groups, independent sector providers.

## **8. Additional Responsibilities**

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

## **9. Key Performance Indicators**

KPIs will be developed through the PADA process encompassing current council and service area priorities. However they are likely to include/relate to

- Support offered to mainstream educational settings through SEND reviews and inclusion commitment
- Progress on outcomes for children and young people with SEND
- Parent/Carer/Young Person service satisfaction measures
- Demand for statutory services through Education Health and Care Needs Assessments and subsequent Education Health and Care Plans

## B. Person Specification

### SEND Advisory Service Team Manager (EY, Schools, Post-16)

This person specification will be used for recruitment to the **SEND Advisory Service Team Manager** vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

<b>1. QUALIFICATIONS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Educated to degree level or equivalent experience	✓	
Qualified Teacher Status (QTS)	✓	
Significant teaching experience and learning within an educational setting for CYP with SEND	✓	
Knowledge of relevant procedures, legal frameworks and guidance and a demonstrated ability to apply this knowledge to practice, including: Children Family Act 2014, SEN Code of Practice, Safeguarding Children, Equal Opportunities	✓	
Evidence of continuing professional development	✓	
Post-graduate qualification in a discipline relevant to SEND & Inclusion		✓
<b>2. STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Ability to work flexibly to meet the needs of the service which may include some work outside of normal office hours	✓	
<b>3. EXPERIENCE</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Experience of leading whole school self-evaluation and focused development programmes (or experience in relevant setting)		✓
Proven track record in the planning and provision of services to individuals with special educational needs and disabilities	✓	
Evidence of success in the management of people to achieve high levels of performance and behaviour, in SEND services, or equivalent setting	✓	
Experience of managing a multidisciplinary team that includes practitioners qualified to various levels	✓	
Experience of managing a team through a significant period of \change and of embedding a new operating model	✓	
Experience of successful budget management	✓	
Experience in the use of management information systems	✓	
Significant experience and practical implementation of using evidence-based interventions for SEND best practice. This will include TEACCH, PECS and visual supports etc.	✓	
Evidence of success in developing and sustaining effective working relationships and communications with a range of internal and external agencies and stakeholders, including staff, customer/community groups, partner bodies and other agencies	✓	



Evidence of success in developing inclusive practice and the ability of educational settings to include CYP with SEND	✓	
<b>4. KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Knowledge and understanding of assessment processes and procedures in the delivery of services to children with SEND /disabilities	✓	
Comprehensive knowledge of relevant legislation and the ability to apply to practice	✓	
Understanding of the principles underpinning effective key working	✓	
Knowledge of safeguarding procedures relevant to vulnerable children	✓	
Knowledge of service planning and performance management processes in a relevant context	✓	
An understanding of the Ofsted Inspection framework		✓
An understanding of the Engagement model		✓
A working knowledge of SCERTS and experience of applying this to support colleagues		✓
Detailed working knowledge of EYFS and National curriculum		✓
<b>5. COMPETENCIES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>“Can do” positive attitude</b> Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking.	✓	
<b>Takes responsibility and delivers results</b> Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.	✓	
<b>Team working</b> Acts as a role model to others in the team, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members’ experiences can bring.	✓	
<b>Communication</b> Demonstrates well developed written and verbal communication skills and the confidence to present reports and verbal accounts credibly to a variety of different audiences.	✓	
<b>Customer Care</b> Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.	✓	
<b>Takes ownership of personal development</b> Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.	✓	