



Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Head of SEND Services	Grade: MG3
Section: SEND, Education, Standards & Inclusion	Directorate: Children Services
Responsible to following manager: Assistant Director, Education Standards and Inclusion	Responsible for following staff: Head of Special Needs Assessment Service Principal Educational Psychologist Head of ASD Advisory Service Deputy Head of Education Inclusion Service (SEND) PA to Head of SEND Business Support Manager
Post Number/s:	Last review date: December 2019

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

Job Purpose

The Head of SEND Services provides strategic leadership and operational management of statutory children and young people's SEND services and associated preventative inclusion services in collaboration with education, health and social care partners.

Specific Duties and Responsibilities

1. People Management

- To be responsible for the selection, development and performance of service areas in the portfolio. These include:
 - a) Special Needs Assessment Service: Statutory service responsible for the Education, Health and Care Plan process;
 - b) Educational and Community Psychology Services: a combination of statutory EP service and traded offer to schools and other services;
 - c) ASD Advisory Service: a multi-disciplinary service offering family support as well as support to schools to meet the needs of children with ASD;
 - d) SEND and Inclusion Service staff: a small team who provide inclusion support to schools and families to ensure all children with SEND have appropriate education provision;
 - e) PA and Business Support team: small team of business support staff;
- To ensure all teams receive the appropriate level of communication to maintain engagement with the Council's activities within the Directorate and with other partners specifically health and schools;
- To ensure the implementation of a workforce development plan across the complete service, leading to the recruitment and retention of high calibre staff and ensuring employees develop the appropriate skills and knowledge to effectively fulfil their duties.

2. Strategic Planning and Operational Service Delivery

- To develop and implement associated strategic and operational plans in collaboration with service colleagues and partners (including health commissioners and providers and schools and parents/ families) within the wider context of SEND reform and the SEND Strategy;
- To work with partners to ensure Wandsworth has an effective quality assurance framework in place for all aspects of SEND delivery and performance;
- To ensure that SEND is a key part of our Joint Strategic Needs Analysis (JSNA) and that data analysis and other performance information is used to inform decision making and future strategy;



- To secure effective partnership arrangements with health commissioners and providers, educational providers and parents/ families to ensure that the Local Area is effective in meeting its obligations with regards to all children and young people with SEND;
- To work with colleagues in commissioning to lead the development and implementation of the Special School Place Planning Strategy in collaboration with colleagues and partners with a view to ensuring local education provision for children and young people with SEND meets demand;
- To lead the process of enabling and ensuring that children and young people with SEND access their education entitlement in accordance with legislative and statutory requirements and the Special Education Needs Code of Practice: 0 – 25. Also to ensure that ECHP assessments are timely and of excellent quality;
- To ensure that there are appropriate panel / decision making processes in place to ensure children are placed in appropriate placements. To work with colleagues across services including health to ensure all partners are effectively involved as required;
- To support and challenge education providers so that children and young people with SEND attend quality educational provision, are supported and educated so they achieve well in early years, in school and at college;
- To provide leadership for and oversight of special resource base provision in the borough, working in collaboration with commissioning colleagues to ensure SLAs are effectively developed with all providers and performance appropriately monitored;
- Providing direction to operational services and other agencies, enabling them to provide a high quality services which fulfils the statutory obligations to SEND children and their families;
- To work with colleagues in the Council, partners and parents to promote and enable the inclusion of children and young people with SEND as part of the wider approach to inclusion of all children and young people so that their education, health and care needs may be met;
- To support the transformation of services in a robust and safe manner supporting the delivery of improvements and efficiency ensuring that services provide the best possible value for money;



- To promote the welfare and safeguarding of children, young people and their families by ensuring that identified risks are minimised, protective factors strengthened, and that children, young people and vulnerable adults are effectively safeguarded;
- To work with Members and take strategic responsibility for the future direction of the operational service and presenting options on making services more commercially viable in an age of increased demand and reduced resources;
- To assist the DCS to inform and advise local and national Government, multi-agency bodies, the media and the public on issues relating to SEND Services and the broader span of children's services;
- To ensure appropriate responses to complaints and member enquiries within agreed timescales. Lead on required action and ensure analysis of complaints and enquiries contributes to service planning;
- To deputise for the Assistant Director Education, Standards and Inclusion at SMT, and Committee as and when required, and to participate in the Divisional Management Group meetings;
- To contribute to a range of interagency, regional and national strategic forums and review service delivery approaches and practice to effectively meet needs as defined above;
- To lead and champion a culture of strong partnership working across all disciplines. To ensure the delivery of good standards of assessment, outcome planning, care support and personalised support and to work with the health services and school colleagues to develop integrated approaches to service delivery;
- To maintain an overview of all court and legal proceedings ensuring that planning is of a high quality, timely, and adheres to judicial protocol;
- To stimulate and support the meaningful involvement of families in service development and evaluation as part of the council's commitment to putting residents first, and children at the heart of our practice
- To 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 of SLAs if they are not met;
- To ensure services are planned and delivered in the light of developing local and national priorities;



- To work in collaboration with the school community, further education and higher education providers, specialist provision, training providers and employers to enable the progression of children and young people with SEND.

5. Financial & Resource Management

- To take responsibility for the effective management and oversight of the allocated budget for the service;
- 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;
- To manage and report on large complex service and staffing budgets linked to the delivery of the service area.

6. Continuous Improvement

- To implement continuous monitoring of team and individual performance and productivity to ensure the delivery of any Service Level Agreements (SLAs) are maximised;
- To work collaboratively with colleagues within the council and with partners to develop improvement initiatives;
- To fully implement change programmes and continue to challenge and improve service delivery with a focus on putting residents first;
- To deliver continuous service improvement with a focus on delivering improved outcomes for Children, Young people and their families, whilst making more effective use of resources.

7. Contacts

- To work with a range of senior managers internally and externally;
- Primary contact will be with other officers within the Council, Health Partners, and service users/families, carers and their representative bodies, Schools forums, legal advisers, Elected Members, Senior Education Managers, Government Departments, Housing Associations, Magistrates Police and Probation staff;



- Direction and guidance will be provided primarily through the Assistant Director Education, Standards and Inclusion. Good working relationships will also need to be developed and maintained with other corporate colleagues, relevant Members and with other councils and government departments;
- To ensure that relationships with partners within the community, voluntary sector, government, professional bodies and other public and private bodies are established and maintained, as they relate to the function of the post.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information

- Ability to work flexibly including out of hours to meet the needs of the service.
- Complete other reasonable tasks in order to fulfil role purpose or as required by management.

Team structure

Please see additional document.

Person Specification

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Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	Assessed by A & I/ T/ C (see below for explanation)
Knowledge	
Detailed knowledge and extensive experience of legislative and statutory requirements relating to children and adults with SEND and the Special Education Needs Code of Practice: 0 – 25 and Ofsted and CQC requirements	A, I

Knowledge and understanding of local and national policy and ongoing changes to the landscape in relation to services within the postholder's portfolio	A, I
In depth understanding of the key challenges facing education, health and social care for individuals with SEND	A, I
Sound, demonstrable knowledge of safeguarding and child protection policy and practice	A, I
Knowledge of strategic planning and quality assurance frameworks and how to lead and manage change	A, I
Experience	
A successful track record of experience as a senior manager in a service for children and young people with special educational needs and disabilities	A, I
Experience of successfully delivering a Council's statutory SEND function	A, I
Experience of successfully managing and leading staff from different disciplines	A, I
Experience of partnership working with a wide range of stakeholders from the statutory, private and voluntary sector including education providers and health commissioners and providers	A, I
Experience of designing and implementing innovative change which will deliver legislative requirements and improve services	A, I
Experience of involving the community specifically parents/ families, children and young people and other stakeholders in service design and delivery	A, I
Significant experience in preparation, management and effective control of large complex budgets (income & expenditure) together with evidence of a commercial based approach to delivering quality value for money services	A, I
Experience of effective working with elected Members, central government and government agencies	A, I
People management and leadership experience	A, I
Skills	
Skills and ability to manage complex services and target resources effectively in an environment of competing priorities	A, I
Ability to challenge and support providers and partners to ensure the best possible services are provided to meet the needs of children and young people with SEND	A, I
Excellent numeracy skills including data analysis	A, I
Ability to write concise reports for a range of audiences	A, I
Ability to work collaboratively with partners and providers to ensure education provision for children and young people with SEND meets needs and demand	A, I
Ability to use systems to provide management information, to evaluate performance and improve service outcomes	A, I

Qualifications	
Professional qualification in a related field: A range of specific qualifications could be appropriate such as an educational psychology qualification, qualified teacher status, SEN qualifications including the casework award at level 4 or above	A, I, C
Management qualification	A, I, C
Evidence of continuous professional development	A, I, C

A – Application form / CV

I – Interview

T – Test

C - Certificate