

Job Description



Job Title: Inclusive Learning Manager	Service Area: Our Newham – Learning & Skills	
Directorate: Community Wealth Building	Post Number: Fusion	Evaluation Number: 6722
Grade: PO5	Date last updated	

People at the heart of everything we do

We are committed to putting people – Newham residents and Council staff – at the heart of all we do. Our approach is a collaborative joint enterprise between residents, the Mayor, Members, Council staff and the Corporate Management Team.

Equality and diversity

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and Diversity policy in the course of their work.

Protecting our staff and services

Adherence to health and safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good health and safety practices and manage risks appropriately.

Corporate parent

We believe that every member of staff working for Newham Council should understand and fulfil our corporate parenting responsibilities for our looked after children that we have under the Children and Social Work Act 2017.

Background

Newham Community Wealth Building

Newham has launched its Community Wealth Building strategy, underpinned by the principles of economic, social and environmental justice; so that long-term prosperity, wellbeing and fairness for all our residents in the Borough is achieved.

As well as attracting growth and investment into the borough, the Council's Community Wealth Building (CWB) strategy will help unleash the potential of residents, businesses and the voluntary sector because they are the source of wealth and talent that will drive a fairer and more prosperous Newham.

The CWB strategy will help the Council tackle injustices residents face with an unrelenting focus on poverty in the Borough, as well as addressing racial and gendered disparities that exists.

Overall Purpose of Job

The post holder will be responsible for the leadership, co-ordination and management of cross service SEND provision, Inclusive Learning Support and ALS. Managing specialist and dedicated team of learning support professionals and SEND tutors, the post holder will ensure that the service has a demonstrable impact upon student progress, achievement, retention and personal development within Inclusive Learning.

The post holder will also lead on embedding the culture and ethos of inclusion and disability support across the organisation.

Job Summary

Grade	PO5.
Teaching requirement:	144 contact hours per academic year
Responsible to:	Our Newham – Learning & Skills Curriculum Area Manager (English, Maths, Digital & SEND)
Responsible for:	Line management of Tutors and Learning Support Assistants.

Key Tasks and Accountabilities:

Key tasks and accountabilities 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 undertake all responsibilities listed below:

Manage, lead and take overall responsibility for learning support and inclusion in the service – across all inclusive learning and cross-service programmes.

1. Review and develop the Inclusive Learning curriculum, taking into account achievement rates, student feedback, developments in inclusive education, and the needs of local and wider SEND communities.
2. Work with the Curriculum Managers and Coordinators and senior leadership team to ensure an ethos of inclusion and support is embedded throughout the service and a culture of high expectations for all students including those with SEND, high needs and other support needs are met.
3. Develop high quality training and communications for all service staff to ensure that all staff have the knowledge, skills and understanding to support, plan and teach effectively students with SEND and ensure they make, at least, expected progress and that students' needs are met.
4. Ensure the Service is compliant with current and relevant Standards and Guidelines for all aspects of ALS, e.g. assessments, exams, EHCPs, SEND, classroom support, neurodiversity.

5. Lead on quality assurance for all programmes within your designated area to meet the full expectations of the awarding bodies and Ofsted, working in close collaboration with the Curriculum Manager and Quality Assurance Manager e.g. in ensuring exam access arrangements are in place, adhering to all required administrative procedures.
6. Participate in the annual curriculum review and development process, assessing trends and student feedback. Propose developments to the subject area's portfolio of programmes/ courses which may be attractive and relevant to students and potential students, lead to meaningful progression for students and which could widen participation and develop an inclusive learning environment.
7. Work with the Quality Lead and the Quality Assurance Manager to ensure the service's SEND and inclusion policies are implemented fully, reviewed and monitored regularly.
8. Develop and maintain highly effective partnerships with external agencies and professionals, local authorities, parents/carers of students with SEND and other support needs.

Ensure effective and efficient management of allocated budgets and resources and effective deployment and performance management of staff in order to fully support outstanding learning experience for students with additional needs and disabilities

9. Be responsible and accountable for the successful operation of the Inclusive Learning curriculum and the ALS team and deliver good value for money as well as efficiency and impact.
10. Manage and monitor the budget for learning support and liaise with support staff and the MIS/Funding department to ensure the ALS provision is compliant with funding requirements, cost effective and commensurate with the service allocation. Complete relevant sections of ILR returns as required.
11. Support the tutors, learning support staff and Curriculum Manager in achieving annual targets, raising standards, improving attendance, retention and achievement rates and raising the quality of learning, teaching and assessment by leading on quality enhancement for the subject area.
12. Recruit and employ suitably qualified and experienced staff, implement the council performance management systems appropriately and consistently across the area, including induction, probation and appraisal and manage staffing issues relating to conduct, capability or absence in accordance with organisations performance management procedures.
13. Design and implement effective processes for pastoral support, administration of student bursaries, and safeguarding of students and staff within the Inclusive Learning curriculum area, deploying resources and staff as required.

Raise standards of learning, teaching and assessment, enhance customer service, retention, achievement, participation and attendance rates of vulnerable and SEND students and those with high need to secure an outstanding student experience.

14. Contribute to the Our Newham – Skills & Learning self-assessment process, including providing and analysing SEND and Inclusive Learning data and drafting appropriate sections of the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP). Lead on implementation of quality enhancement actions in your designated area.
15. Undertake lesson observations, including observation of ALS activities and agree enhancement actions, provide guidance to tutors and support staff to improve the quality of support and learner experience and outcomes for learner. Support other observers where appropriate.
16. Ensure students with disabilities and additional needs receive effective and consistent support on both accredited and non-accredited courses, participate in enrichment activities and that their student journey is successful and enjoyable.
17. Ensure all exam access arrangements and support plans are in place prior to awarding organisation deadlines. Liaise with the exams team to provide timely information to ensure all students with additional learning needs and disabilities are well supported during assessments.
18. Report accurately and in a timely fashion on the delivery of the curriculum, providing data and taking actions as appropriate, paying particular attention to achievement of students with allocated ALS and SEND students to ensure regular narrowing of any potential achievement gaps.
19. Ensure excellent person-centred admissions and pre-entry processes leading to development of truly bespoke programmes and tailored support packages that fully meet student needs.
20. Pursue innovation within the curriculum in order to encourage student progression, both internally and externally, and into jobs, volunteering or apprenticeships.
21. Train ALS and SEND teaching staff on the use of assistive technologies, developing learner autonomy and independence and encouraging progression to employment and accredited pathways, ensuring that all CPD has a direct impact on teaching, learning assessment and meeting of support needs.

Other Duties

22. Undertake regular teaching commitment to sustain practical expertise and deputise for teaching and support staff within your designated area where necessary. Undertake approximately **144** annualised hours of teaching every year including tutorials as required. (The amount of teaching required by the post holder can be flexed depending on the amount of provision and operational needs). Deliver high-quality teaching, leading by example.
23. Be committed to Continuous Professional Development (CPD) for self and others, keeping up-to-date and meeting any annual requirement for CPD and scholarly activity as required.
24. Contribute to the effective management and promotion of equality, diversity inclusion.
25. Work in accordance with the Health & Safety at Work Act and the Council Safeguarding and Prevent procedures, ensuring the Council is a safe environment for staff, students and visitors.
26. Work at all times in accordance with council's policies and procedures, using them consistently and appropriately in the management of the subject area.
27. Undertake duty management on a rota basis.
28. Work flexibly across the service, including evenings, weekends and occasional public holidays, in order to meet service requirements.
29. Carry out such duties as may be required from time to time by the council that are appropriate to the grade of the post

Personal Specification



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IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

EQUALITY AND DIVERSITY

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PROTECTING OUR STAFF AND SERVICES

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately.

CRITERIA- Essential	METHOD OF ASSESSMENT
KNOWLEDGE:	
Extensive professional expertise and an excellent understanding of SEND pedagogy and ALS for adults	Application and Interview
A good knowledge and commitment to Safeguarding, Prevent Duty and Health and Safety as they relate to the Inclusive Learning curriculum area	Application and Interview
An excellent understanding of ALS funding streams, methodologies and conditions as they apply to ALS, including those with EHCP	Application and Interview
A good knowledge of equity, equality and diversity matters with a proven track record of supporting disability and	Application and Interview

<p>promoting positive culture and ethos of diversity and inclusion across whole organisations</p> <p>Knowledge of best practice in pastoral support for adult students</p>	
<p>EDUCATION/QUALIFICATIONS</p> <p>An appropriate qualification at degree level or above (or equivalent) in a relevant subject.</p> <p>An appropriate teaching qualification (DTLLS /PGCE / Cert Ed or Level 5 Diploma in Education & Training or equivalent) plus relevant continuous professional development.</p> <p>Level 3 qualification (or higher) in a learning difficulties/disabilities related qualification</p> <p>A management qualification</p>	<p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p>
<p>SKILLS AND ABILITIES: EXPERIENCE:</p> <p>Excellent understanding of the principles of inclusive teaching, learning and support and the centrality of diversity and inclusion</p> <p>A substantial academic background / credibility related to the DfE Special Educational needs and disability code of practice</p> <p>Thorough understanding of the JQC document Access arrangements and reasonable adjustments</p> <p>Experience, knowledge and understanding of EHC plans, including the process and evidence required</p> <p>Significant experience of successfully managing a team of teaching and support staff with the proven ability to effectively support, motivate, train, develop and manage the performance of staff</p> <p>Experience of business planning and effective deployment of staff and other resources</p> <p>Experience of leading teams in the use of assistive learning technologies to facilitate quality learning and teaching</p> <p>Demonstrable ability and impact of improving student achievement and working across organisations to support student progress and development.</p> <p>Experience in planning and delivering specialist CPD under the theme of SEND, ALS, support or inclusion</p>	<p>Application and interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p>

<p>PERSONAL STYLE AND BEHAVIOUR:</p> <p>Ability to successfully implement and deliver new curricula and initiatives</p> <p>Passion for, and commitment to, student success, and for inclusion in learning</p> <p>An excellent understanding of customer care and of quality improvement systems, with experience of their implementation and a commitment to their use to raise standards and achievement.</p> <p>Excellent organisational skills with the proven ability to meet targets and deadlines.</p> <p>Excellent interpersonal skills with the ability to work as part of the wider organisation team and relate effectively with people at all levels of the organisation.</p> <p>Excellent written and verbal communication skills, with the ability to listen, analyse and express issues in a manner appropriate to the audience.</p>	<p>Application Form/Interview/Test</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p> <p>Application and Interview</p>
<p>OTHER SPECIAL REQUIREMENTS:</p> <p>Willingness and ability to work flexibility to maintain service delivery.</p> <p>Willingness to work independently as well as with any relevant stakeholders</p> <p>Duties undertaken by this post will require the post holder to have a fully enhanced DBS</p> <p>Understanding of confidentiality issues and how this is observed and maintained</p> <p>This post is exempt from The Rehabilitation of Offenders Act (1974).</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p>