

Job Profile Information: Head of Special Education and Inclusive Intervention Services

Job Zone 2

Level 6

Leadership

Service principles

- Excellence in management and coordination of specialist services, and the interpretation, application and delivery of legislative duties
- Inclusive educational support for schools and settings, either directly or through contract performance management and monitoring
- Partnership working to achieve best outcomes for all children, ensuring they attend school, and that those with special needs receive educational provision that meets their needs
- Resilience at the heart of thinking and planning with families and children and their support agencies, in order to secure the best long term outcomes
- Safety of practice within professional boundaries
- Parity of esteem with partners, professionals and families
- Creative and effective and prudent use of resources to improve outcomes for children

Role Purpose:

As part of the Early Intervention and Prevention Senior Management Team, to deliver and develop specialist services to the very highest standards, within the context of a Resilient Families Framework.

The head of service will often work in a multi-agency context with officers drawn from across the directorate, other council services, health professionals, settings and schools, partners in the voluntary and community sectors and service users in the local community, ensuring that appropriate professional networks and processes are in place to deliver services for children with SEN&D.

To be the strategic lead in the delivery of the Camden SEN Strategy and engage the service teams in its effective and efficient delivery.

To provide the guidance, direction and management for Special Education and Inclusive Intervention Services (SEIIS) which includes:

- SEN Assessment and Case Officer Teams
- SEN place planning
- Education Psychology Service

- Education Welfare Service
- Dedicated resource management and support team (HNB etc.)
- Inclusive Interventions Team (specialist teachers and practitioners)
- Early years Inclusion Team – targeted services including the EY Area SENCOs and Early Years EPs
- The development of well-functioning and clear relationships with parent forums and parent representatives, ensuring their voice and that of their children is reflected in decision making
- Other inclusion support services as they develop (in a direct or matrix management or commissioning context)
- Liaison with all settings, schools and colleagues on all attendance and special educational matters as required
- Liaison with Ofsted/HMI and Academy/Diocesan Services and the providers of early years education
- Effective use, deployment and management of the SEN High Needs Block, DSG, Transition Grant and General Fund and appropriate liaison with budget holders in Integrated Early Years
- To take a lead in ensuring that the local authority is able to meet its statutory responsibilities for children and young people with special educational needs and disabilities (SEND) in accordance with the requirements of the Children and Families Act 2014, and all duties associated with school attendance
- To manage the efficient distribution of resources within an equalities framework
- To contribute to the ability of the local area to effectively identify and meet the needs of and improve outcomes for children and young people with SEND
- To effectively deploy staff in order to achieve deadlines reviewing roles and providing access to workforce development opportunities appropriately
- To take the lead on management of the services budget including that for traded services, maximising the opportunities for development of the traded offer
- To lead and manage the special educational needs assessment service, educational psychology service, education welfare service and the specialist intervention teams, providing professional supervision, setting the direction for performance and ensuring teams are resourced to deliver high quality, value for money services that support the achievement of positive educational outcomes for children and young people
- To develop and manage systems and processes that promote person centred planning keeping the views and wishes of the child and young person central, upholding the principles of the SEND Code of Practice 2015
- To take the strategic lead in developing the local authority's approach to equitable distribution of resources and funding for children with SEND within resources available (budget management; implementation of approach to High Needs Block resource allocation and monitoring)

- To take the strategic lead working in partnership with schools, multi-agency partners, parents and young people to develop a continuum of effective and efficient provision for children and young people with SEN age 0-25
- To collate and use data to inform provision planning and joint commissioning of services

Example outcomes that this role will deliver:

- A person centred, responsive, accessible and outcomes focused service
- Reduced demand for EHCPs through the impact of targeted early interventions to support children with additional needs at the earliest opportunity and increased partnership approaches to inclusion with schools, settings and other support agencies
- Annual report and analysis of the impact of all aspects of the service
- School attendance improves and the participation of children in inclusive early years settings increases
- Parents/carers and young people are clear about processes, are engaged and understand where and how to access information and help and report no barriers to receiving such support
- A positive working environment within the service and effective working relationships between the service and all its partners
- Staff who report feeling valued and appreciated in annual well-being survey
- An annual self evaluation that includes the views of young people, parents and carers and other stakeholders
- Effective applied psychology services are delivered through coproduced outcomes based service level agreements that are reviewed on an annual basis and informed by evaluation
- Services commissioned from a range of sources
- A clear business plan that supports the delivery of local authority and other commissioners objectives that is reviewed annually and informed by data gathered through self evaluation
- Annual Feedback from SENCos and providers that indicates increased confidence in arranging support for a wide range of SEND including social emotional and mental health needs
- Innovative and creative practice across the range of disciplines and skills in the service teams, drawing on the talents of service members and through professional development
- A workforce development plan designed to improve the quality of service delivery, nurture the talents of the staff team and also responds to needs identified locally and in national strategies

Statutory processes

- Effective and timely fulfilment of the local authority's statutory responsibilities in relation to SEND and all school attendance and education welfare matters, including court action where necessary, to address safeguarding and ensure children receive their statutory entitlements to education.
- 100% of EHC plans are issued within 20 weeks unless there is a recorded reason agreed with parents/carers for the exception
- Quality of plans meets external scrutiny for compliance and internal monitoring criteria
- At least 90% parents/carers and young people are content with the educational provisions made

People Management Responsibilities:

- Lead and manage the educational psychology and special educational needs assessment service
- Provide line management (including supervision and performance appraisal) for senior practitioners
- To manage the service through times of change
- To contribute to a positive and supportive working culture across the service and to maintaining the well being of the team
- Promote and maintain positive working relationships between the service and all client groups
- To ensure that professional development needs of the service are appropriately identified and arrangements made to address them

Communications and working relationships

- Nurture key relationships and maintain networks internally and externally, including local and national networks and support collaborative working across the all relevant partners including schools
- The post holder will be required to communicate and provide highly complex information to a wide range of internal and external stakeholders in a way that builds understanding and support
- The post involves developing and maintaining positive relationships with a wide range of people including head teachers and principals of educational settings, children, young people and their families, local authority, voluntary sector early years providers and other agency partners
- The post involves contributing to the development and delivery of traded services and will involve negotiation of clear service level agreements with a range of commissioners

Work Environment:

- The post is based in an open plan office situated at 5 Pancras Square where agile working is the norm.
- It involves travel to meetings held at different venues within and outside the borough.
- The post involves work with individual children and young people and their families and visits to the family home will be required.

- In order to provide a responsive service there is a requirement to work outside usual working hours on occasion.

Technical Knowledge and Experience:

- a recognised postgraduate qualification in one of the professional areas within the service
- experience as a senior manager within an education focused service
- experience of taking a leading role for a strategic area of work in a local authority

Innovation (decision making and creativity)

- Taking a leading role in developing and shaping traded services across all the areas of focus for the service: EWS, Early Years Special Interventions, and EPs and SEND. Innovation and creativity will be required to develop possible business and traded models for this broad service portfolio.

Camden Way Five Ways of Working

In order to continue delivering for the people of Camden in the face of ever increasing financial pressure, we need to transform the way we do things. We call this the Camden Way. The Camden Way is a key part of our transformation strategy often referred to as the transformation triangle which links the Camden Plan, the Camden Way and the Financial Strategy together.

The Camden Way illustrates the approach that should underpin everything we do through five ways of working:

- Deliver for the people of Camden
- Work as one team
- Take pride in getting it right
- Find better ways
- Take personal responsibility

For further information on the Camden Way please visit:

<http://www.togetherwearecamden.com/pages/discover-jobs-and-careers-in-camden/working-for-camden/>

Leadership behaviours

INSPIRE	<p>“Our leaders demonstrate the organisational values every day. They are passionate about the services they lead and delivering the vision and outcomes in the Camden Plan. They are authentic, inspirational and engage others through their personal leadership and ability to make the vision meaningful to all.</p> <p>Leaders are highly visible to staff and partners across Camden, have an interest and curiosity about the work of the whole council and ‘make everything their business’. Because they understand the bigger picture and always do things in the best interests of Camden, our leaders can lead different areas and work across the Council. They are recognised as exemplary leaders by organisations beyond Camden.</p>
ARE POLITICALLY ASTUTE	<p>“Leaders demonstrate a wide understanding of the national and local political and economic environment and the perspectives of key stakeholders. They utilise this to shape the vision for the future, influencing the thinking and direction of stakeholders, including Members, partners and residents, and building credibility as a trusted advisor.”</p>
DEVELOPS PEOPLE	<p>“Our leaders identify talent and develop capability so that we have the highly skilled, committed and motivated workforce we need to deliver the Camden Plan. They create a culture of accountability – ensuring all staff, Members and other stakeholders deliver agreed outcomes and act in line with our ways of working.”</p>
COLLABORATE	<p>“Our leaders create the conditions for effective collaboration between stakeholders across Camden. Leaders establish relationships building trust and rapport. They listen to and understand different stakeholder perspectives, and are open and honest with others, be they staff, peers, Members, partners, providers or customers. Our leaders build a shared sense of purpose across Camden, unlocking the borough’s collective resources for the benefit of all. Challenge is accepted and encouraged as a means of delivering the best outcomes.”</p>
DRIVE QUALITY AND VALUE	<p>“Our leaders are ambitious and innovative in their approach to driving high standards, quality and value for money. They trust and respect staff and partners as experts in their work and empower them to be courageous and try new approaches in order to improve services and outcomes for customers.”</p>
INFLUENCE	

	<p>“Our leaders scan the environment and seek out the latest thinking, tools and technologies across all sectors. They think broadly about how this applies to the Camden context, taking the best of what’s around us to set the future direction for the borough.”</p>
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