

## **National Director Secondary SEND**

### **JOB DESCRIPTION**

**Location:** National (Includes travel to E-ACT academies and offices)

**Reporting To:** National Director Secondary

### **Role Purpose:**

The purpose of this role is to provide trust wide strategic leadership on inclusion and SEND as a member of the trust's secondary education team and as part of the Education Strategic group.

E-ACT intends to become a system leader in the education of SEND pupils developing outstanding provision in all of our secondary academies. The trust is also keen to grow additional specialist provision to cater for a wider range of pupil needs working closely with local authorities and other agencies. This post will work closely with the National Director Primary SEND to lead whole Trust initiatives.

### **Key Accountabilities**

Reporting to National Director Secondary this post holder will be accountable for:

### **Strategic Leadership and Development:**

- Provide strategic leadership and oversight of SEND provision across secondary academies, ensuring rigorous quality assurance and constructive challenge to maintain outstanding, re-search-driven, and purpose-fit standards.
- Design and implement comprehensive strategic and operational plans for SEND and safeguarding across the Trust, accompanied by evaluation frameworks to ensure continuous improvement.
- Lead on operational and policy development, including an in depth understanding of the challenges posed by education, social care, healthcare and skills and employability.
- Build strong partnerships with Local Authorities to optimise funding opportunities, while addressing challenges and advocating effectively to secure the best outcomes for SEND provision.
- Strategic oversight of the Secondary SEND Budgets, utilising the provision map software to look at income versus provision. Working with the finance team to ensure value for money, impact and clarity.
- Be accountable for the progress and well-being of pupils with SEND, including those with an EHCP and ensure that our pupils with SEND reach their potential academically and become socially responsible young adults.
- Develop our SEND workforce across the trust and ensure our staff access high quality specialist training.
- Be a respected leader with strong knowledge and appreciation of the legal and statutory framework and the regulatory processes such as OFSTED inspections.
- Develop and implement a vision to ensure education skills and employability are interwoven to improve the life chances and economic prosperity of the children and young people
- Be passionate about ensuring that children with special educational needs and disabilities are given every opportunity to learn, achieve and flourish.

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**Leadership and management**

- Be a champion for inclusive provision for all young people with SEND across the Trust. Supporting our vision where every child makes outstanding progress.
- Ensure all SENDCoy
- Lead on SEND assurance work, ensuring robust evaluation, accountability, and continuous improvement across all areas of SEND provision
- Engage in regular discussions with Secondary Headteachers to assess the strengths and areas for improvement in their SEND provision, promoting collaboration and driving continuous enhancement
- Collaborate and work closely with the Primary Director for SEND and lead on Trust wide initiatives
- Value and nurture effective relationships with colleagues and stakeholders to build alliances across multi agency partners including businesses, third sector organisation and government agencies to set high expectations and raising standards for all students.
- Lead the Trust on SEND, supporting Headteachers and SENDCos to share best practices and learn from each other.
- Lead nationally and provide guidance and support to ensure that all students/pupils with additional needs make accelerated progress in their learning and achieve to the very best of their ability.
- Oversee the professional development of all SEND staff, including strategic planning for leadership succession to ensure a pipeline of skilled and capable leaders.
- Establish clear expectations and constructive working relationships with staff across the Trust, including through teamwork and mutual support, devolving responsibilities, and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability,
- Have knowledge, understanding, and advocacy for the Trusts vision, guiding principles and strategic goals.
- Analyse and interpret relevant national, local, Trust and school data, research, and inspection evidence to inform policies, practices, expectations, targets, and teaching methods relating to SEND.
- Being responsible for developing and coordinating the trust wide SEND strategies;
- Ensure that our statutory obligations concerning the administration and implementation of EHCP's are met.
- Ensure that Trust policies regarding SEND remain up to date and reflective of best practices.

**Quality of education**

- Know and understand the characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for pupils with SEND.
- Ensure curriculum coverage, continuity, and progression for pupils with SEND to ensure equality of opportunity.
- Embed SEND principles across all areas of the Trust, working closely with the boards and network.
- Drive the development and implementation of high-quality, consistent SEND practices within classrooms, ensuring they meet the standards and effectively support learners' diverse needs.

- Support schools with monitoring the impact of the curriculum for pupils with SEND, making changes to the provision as appropriate.
- Ensure the planning, delivery, and assessment of SEND pupils is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and assist schools in setting targets for further improvement.
- Establish clear target setting strategy for pupils with SEND and evaluate progress and achievement utilising a wide range of Trust information.
- Use data effectively to identify underachieving pupils and, where necessary, help support, create, and implement effective plans to support those pupils.
- Evaluate the provision for pupils with SEND across the schools and use this analysis to identify effective practice and areas for improvement.

**Culture:**

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Be part of a people-first culture that priorities engagement, impact and learning and development as part of the people strategy.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity, and Inclusivity
- E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.
- Be responsible for safeguarding within the academies and work with the operational teams to ensure that safer recruitment procedures are adhered to for every appointment. Education directors will be expected to complete safer recruitment training at least every two years.

**Standard Operating Procedures**

- Ensure that you adhere to the E-ACT Scheme of Delegated Authority
- Undertake any other duties appropriate to the grade of the post as requested by your line manager.
- E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.
- Be responsible for safeguarding within the academies and work with the operational teams to ensure that safer recruitment procedures are adhered to for every appointment.

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

Thinking Big	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm, and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
Doing the Right Thing	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they are unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that is what is required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> </ul>

	<ul style="list-style-type: none"><li>• Stand firm and stay true to our mission</li></ul>
Showing Team Spirit	<ul style="list-style-type: none"><li>• Understand how you can have a greater impact as a team than you can as an individual</li><li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li><li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li><li>• Recognise and celebrate the success and achievements, no matter how small of your colleagues</li><li>• Be generous with sharing your knowledge to help to develop others</li><li>• Understand and be willing to receive suggestions and input on your area of work from others</li><li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li><li>• Be aware of other peoples' needs and show an ability to offer genuine support</li><li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li></ul>

## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**
**E** - Essential

**D** - Desirable

**Assessed at**
**A** - Application Stage

**I** - Interview Stage

**P** - During the probationary period

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	Qualified teacher status	X		X	X	
	Degree in subject specialism or related subject	X		X	X	
	Knowledge of current legislation and policies in the area of SEN, disabilities and student inclusion, and understanding of current developments and their impact	X		X	X	X
	Proven track record of outstanding educational SEND leadership.	X		X	X	
	Knowledge and experience of quality management systems.	X		X	X	X
	Knowledge of National Curriculum and Ofsted requirements around SEND	X		X	X	X
	Strong knowledge of current education legislation, Ofsted framework and best practice	X		X	X	X
	Proven track record of whole school improvement, ideally gained across a range of school contexts.	X		X	X	X
	Experience of being a SENDCO and working in a Special School or in a mainstream school	X		X	X	X
<b>Experience</b>	Strong experience of delivering high-quality professional learning.	X		X	X	
	Experience of setting SEND targets	X	X	X	X	X
	Experience of setting SEND targets across a range of schools		X	X	X	X
	Strong knowledge of national policy and guidance around SEND	X		X	X	X
	Demonstrate a strong track record in addressing SEND attendance, behaviour, and suspensions to promote inclusion and positive outcomes.	X		X	X	X
	Experience of managing and using provision maps to strategically allocate funding and SEND support	X		X	X	X
	Strong track record of working with and leading staff at all levels.	X		X	X	X

	Confidently utilise data to inform and drive interventions, ensuring improved outcomes for learners with SEND	X		X	X	X
	Demonstrate expertise in managing SEND-related finances, including working closely with Local Authorities to identify and secure funding streams to maximise support for learners.	X		X	X	X
	High professional standards with an ability to give critical advice to help raise standards.	X		X	X	X
	Demonstrate the ability to align Pupil Premium funding with SEND provision to ensure targeted support	X		X	X	X
	Enthusiasm for improvement of the Trust's performance and staff development.	X		X	X	X
	Evidence of continuous professional development	X		X	X	X
	Extensive experience of working with multi agencies to support SEND	X		X	X	X
	Experience of working across a Trust to support SEND		X	X	X	X
	Outstanding leader, committed to distributive leadership and teamwork.	X		X	X	X
	Ability to manage and motivate staff at all levels – visible and supportive leadership.	X		X	X	X
	Able to manage the different priorities of a professional team, displaying calmness under pressure.	X		X	X	X
	Excellent negotiating, influencing and presentation skills.	X		X	X	X
	Strategic thinker, proven track record of developing and implementing effective strategies and policies in relation to SEND	X		X	X	X
	Support all staff to achieve high standards, committing to continual professional development	X		X	X	X
Skills	Ability to motivate staff within the Trust.	X		X	X	X
	Ability to work effectively as part of a team, approachable and supportive.	X		X	X	X
	Excellent interpersonal, communication and organisational skills.	X		X	X	X
	Ability to utilise data with confidence to design and lead impactful interventions around SEND	X		X	X	X
	Ability to involve and maintain strong, positive relationships with the whole school community.	X		X	X	X

	Ability to work collaboratively with the safeguarding team to ensure the inclusion of all learners.	X		X	X	X
	Ability to respond creatively to challenges, to identify and develop opportunities.	X		X	X	X
	Ability to synthesise and evaluate data to support strategic planning.	X		X	X	X
	Able to work with academies to create a shared vision and strategic plan around SEND which inspires and motivates.	X		X	X	X
	Passionate commitment to the academic, personal, and social development of children and families.	X		X	X	X
	Ability to think and act strategically.	X		X	X	X