



JOB DESCRIPTION

Job Title:	Trust Vulnerable Children Lead
Grade:	L15-L19 or NJC points 50 -54
Contract:	Permanent
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate (external applicants)
Responsible to:	School Improvement Lead
Liaison with:	School leaders, Directors of Education, Executive Team, Governors, Trustees, SENDCo's, LAC Lead Teachers, External Agencies

Strategic Responsibility

To oversee and advocate for vulnerable children (SEND, Disadvantaged/Looked After Children) across the Trust. You will be responsible for ensuring vulnerable children have their needs met through an entitlement to high quality education including where those children are educated through alternative provision placements. You will work closely with the Trust Safeguarding leads and the School Improvement Team to facilitate access to the best provision to ensure vulnerable children are successful. You will coordinate support for children who are at risk of dropping out of education to ensure they receive high quality, co-ordinated support that meets their needs and reduces risk.

To promote and embody the 'One Trust vision' so that it is always at the core of school/trust improvement work ensuring children are at the heart of everything we do.

Safeguarding

The Arthur Terry Learning Partnership is committed to keeping children, young people safe.

- Responsibility for safeguarding children and child protection (including online safety) ensuring that schools are meeting their legal statutory requirements as laid out in Keeping Children Safe in Education (KCSiE).
- Continuing to embed a safeguarding culture in all schools, ensuring the child always comes first.

Duties and Responsibilities

- To lead the provision for the vulnerable children to ensure support for vulnerable learners meets identified need for children and families.
- To be the Trust's point of reference for vulnerable children legislation (SEND, LAC, Disadvantaged) and best practice.

- To ensure schools and the local authority comply with their statutory duties in education linked to child protection, looked after children (LAC), elective home education (EHE), English as additional language (EAL) and other vulnerable groups.
- To identify through analysis of data and through dialogue with school leaders vulnerable children who are at risk of becoming disengaged in education and develop Trust wide interventions to support them from becoming not in education, employment or training (NEET).
- Work with leaders and SENDCo's to define the strategy based on a real understanding of students needs and the challenges schools are facing.
- Create calendared times for SEND/LAC/Disadvantaged leaders to come together to share best practice and plan as One Trust.
- Create a comprehensive CPD package for these leaders.
- Build on Hub working models to create centres of excellence.
- Create a Trust baseline data and operating model at a local or Hub level.
- Build on the culture of sharing resources and expertise across the Trust.
- Work with school leaders to identify experts to support delivery trust wide, both internally and externally
- Work with school leaders to create a Parent Partnership to support positive parental and student engagement.
- Establish consistency in high expectations and provision for children with SEND in all schools within the Trust.
- Work with school leaders/SENDCo's and the School Improvement Team to create an ambitious curriculum that is inclusive and meets the needs of SEND children.
- Work with the School Improvement Team/SENDCo's to ensure teachers have a deep understanding of quality first teaching and how this links to the principles of cognitive science. This understanding enables them to adapt their teaching in the moment, to meet the needs of the SEND students in their classes.
- An ATLP alternative provision provider for Primary and Secondary to support SEND provision and inclusion. The plan is this is temporary to integrate the child back into mainstream.
- Utilise knowledge of legislation and latest research to drive improvement.
- Review the use of external services and practitioners (Ed Psychs, support agencies, alternative provision, charities) to ensure they are value for money and meet the needs of vulnerable children in the Trust.
- To work with SENDCO's, School Leaders and School Improvement Team to ensure outcomes for children with additional needs are at least in line with SEND National.
- To ensure schools and the local authority comply with their statutory duties for SEND/LAC/Disadvantaged children.
- To build professional relationships with Local Authorities, Children's Services, and other external agencies and to use these relationships to promote children's educational rights leading to positive outcomes for children in the Trust.
- To ensure systems are in place to allow and support children to share their views and wishes and ensure these are heard and incorporated into plans, interventions to support them to be safe and successful.
- To ensure that children and their families are provided with user-friendly written reports about their circumstances and plans for intervention so that parents/carers feel their have a voice and are supported to engage with the child's education.
- To have a sound understanding of the legislation relating to education in particular around SEND, exclusions, safeguarding, disadvantaged, EHE and LAC.
- Exercise advanced decision making in relation to vulnerable children and be able to offer advice on a range of issues from a local and national perspective.

- To lead and contribute to the development of the provision for vulnerable children through regular review of performance and standards.
- To ensure that any necessary actions needed to bring about improvement are implemented quickly and effectively and to ensure that such actions have the required impact.
- Develop and maintain a monitoring and evaluation cycle, within and across schools, providing reports to Trustees including highlighting areas of vulnerability.
- To ensure that funding received for vulnerable children is spent appropriately, impact can be demonstrated and can withstand external scrutiny.
- To monitor and evaluate Trust exclusion and sanction data for vulnerable learners to ensure they are in line with or below national benchmarks.
- To work with the School Improvement Team to ensuring the curriculum enables innovation and secures relevant and engaging experiences, so that vulnerable learners are able to achieve their ambitions.
- To develop a Trust approach to vulnerable children needs, ensuring that all children regardless of their geographical local authority area receive a quality, equitable provision.
- To set and agree challenging and meaningful targets for improved attainment for vulnerable learners across phases and the Trust.
- To work with school and executive leaders to identify and achieve economies of scale and ensure the efficient allocation of resources to achieve the best educational outcomes.
- To attend Trust Board/Hub Governing Body/Local Governing Body meetings as appropriate and identified, to report on vulnerable learners.

Data Protection

- Work within the requirements of Data Protection legislation at all times ensuring student data is kept safe.

Professional Responsibilities

- Create and maintain positive and supportive relationships with all stakeholders.
- The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
- To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct and Teachers' Standards.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
- To take responsibility for becoming familiar with school/Trust policies and abide by them.

- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post and flexibility is therefore required.

Person Specification

A.F. = Application Form; I = Interview; T = Test or Exercise.

CRITERIA		M.O.A.
Education and qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status or degree in social work, youth work or equivalent 	AF/Certificates
Technical- the demonstration of specific skills and/or knowledge	<ul style="list-style-type: none"> • A track record of leading and improving outcomes for children • A track record of creating and implementing a vision • Detailed understanding of the principles with regard to Safeguarding of Children • An understanding of the principles of effective change management and knowledge of what that means in practice • Experience of implementing strategies for re-motivating disengaged learners in schools, improving attendance, behaviour and pupil performance • Experience of leading innovation and change management, a successful innovator of school improvement that has impacted positively upon pupil outcomes, particularly for vulnerable learners • Understanding of pupil motivation, engagement, behaviour and attitudes towards learning • Proven success in building effective partnerships and links, including with LAs/central government/schools • Experience of working with multi-agencies to develop new approaches and accelerating improvement 	AF/I
Ability - the aptitude or potential to perform to the required standard	<ul style="list-style-type: none"> • Ability to develop effective relationships with all stakeholders • A strong understanding of the schools' sector and education more broadly, with a strong grasp of contemporary education issues 	AF/I/T

	<ul style="list-style-type: none"> • The credibility to command the respect of, and influence, colleagues • To be able to think strategically and develop this thinking into successful outcomes • The ability to add value through effective leadership, vision and influence • Ability to challenge underperformance • An appetite to seek out and develop innovative practices in education 	
<p>Values/Behaviours - the actions and activities that people do which result in effective performance in a job</p>	<ul style="list-style-type: none"> • We believe that all pupils can achieve in spite of their circumstances or other external factors and have an unwavering commitment to pursue successful outcomes for all • We support the One Trust vision that children are at the heart of everything we do • We champion the vulnerable • We are committed to supporting our school communities to be inclusive, diverse and for there to be equality of opportunity for all • We embrace and demonstrate a commitment to all students in our care to ensure we support them to be safe • We are committed to maintaining the ethos and values of the ATLP whilst ensuring that all ATLP schools can meet the needs of their communities • We are resilient in the face of challenge and comfortable with ambiguity and a changing landscape 	AF/I/T
<p>Contra indicator</p>	Positive disclosure relating to children or vulnerable adults	Disclosure Form to be completed prior to interview

