

Head of Inclusive Learning Support

Reports to: Designated Director of ALS

Salary Band £49,000 to £55,000

Role Purpose

The Head of Inclusive Learning Support provides strategic leadership for inclusive learning services, ensuring learners and apprentices with Special Educational Needs (SEND), Additional Learning Needs (ALN) and Education Health Care Plans (EHCPs) receive high-quality support that improves outcomes, wellbeing and preparation for adulthood. The role ensures compliance with statutory duties relating to learners with medical needs, education otherwise than at school, elective home education where EHCPs are in place, and access to specialist support and equipment. The postholder will also collaborate with the Safeguarding and Wellbeing team to ensure safeguarding arrangements effectively protect and support vulnerable learners.

Key Responsibilities:

1. Leading Inclusive Learning

Strategic Leadership

- Act as a strategic ambassador for ***Inclusion by Design***, championing inclusive practice across the Group and ensuring accessibility, belonging and equity are embedded within all policies, services and learning environments
- Provide strategic leadership for Inclusive Learning Support services, ensuring that provision is ambitious, inclusive and aligned to national SEND legislation, reforms and local authority priorities across the Group.
- Lead the development and implementation of a clear vision for inclusive education that promotes equity, participation, achievement and successful preparation for adulthood.
- Ensure learning support services are responsive to the requirements of the SEND Code of Practice (2014), Children and Families Act (2014), Equality Act (2010) and emerging SEND reforms.
- Champion inclusive curriculum design and universal, targeted and specialist approaches that remove barriers to learning and improve outcomes for learners with SEND.
- Lead the development of effective transition arrangements across education phases and into adulthood, employment, training and independent living.
- Drive continuous improvement through robust quality assurance, self-assessment, learner voice, data analysis and service evaluation.
- Maintain oversight of specialist intervention programmes and alternative provision arrangements to ensure quality, effectiveness and value for money.

Statutory Duties

- Ensure the suitability and effectiveness of educational provision for learners/apprentices educated other than at school, or electively home educated with an EHCP, in line with statutory requirements.
- Take strategic leadership responsibility for ensuring learners and apprentices have timely access to specialist equipment, assistive technology and support required to access education and learning opportunities.
- Lead responsibility for reviewing the suitability of education provision for learners and apprentices educated at South Essex College Group.
- Ensure that EHCP provision is effectively implemented, monitored and evaluated, with a clear focus on learner/apprentices outcomes and progression.
- Maintain oversight of specialist intervention programmes to ensure quality, effectiveness and value for money.

Partnership and Inclusion

- Develop strong partnerships with education providers, health services, social care, employers, voluntary organisations and parent/carer groups to improve learner outcomes.
- Promote co-design with learners/apprentices and their families, ensuring their views inform provision planning, decision-making and evaluation.
- Contribute to strategic SEND developments and reforms through participation in multi-agency boards, partnerships and regional networks.

2. Leading People

Leadership and Management

- Provide inspirational and visible leadership for Inclusive Learning Support teams, creating a culture of high expectations, inclusion, collaboration and continuous improvement.
- Lead, manage and develop multidisciplinary teams, ensuring staff have the knowledge, skills and confidence to meet increasingly complex learner needs.
- Establish clear performance expectations and accountability frameworks aligned to organisational priorities and statutory responsibilities.
- Ensure effective workforce planning and capacity management to deliver high-quality services within available resources.
- Promote professional standards and lifelong learning through the implementation of a robust professional development strategy for all staff.
- Support the development of specialist expertise across the workforce, particularly in relation to neurodiversity, mental health, complex needs, communication and sensory impairments, and preparation for adulthood.

- Lead the development of a collaborative culture with academic teams, promoting shared accountability for inclusive practice and delivering positive outcomes for learners with SEND.
- Ensure compliance with all College policies and processes; including but not limited to Safeguarding, GDPR, Equality & Diversity and Health & Safety. Policies are available for all staff and training will mandatory for all.

Safeguarding

- Promote a culture where safeguarding, wellbeing and learner voice are central to all decision-making
- Support the Designated Safeguarding Lead (DSL) in ensuring safeguarding practices are inclusive, responsive and effective for learners with SEND.
- Manage safeguarding concerns relating to vulnerable learners, ensuring appropriate actions, referrals and interventions are undertaken in collaboration with the Safeguarding and Wellbeing team.
- Maintain accurate safeguarding records and contribute to multi-agency safeguarding processes where required.
- Provide expert advice and guidance to staff regarding SEND-related safeguarding vulnerabilities, risk factors and reasonable adjustments..

Stakeholder Engagement

- Develop effective cross-sector partnerships with education, health, social care and external agencies to ensure coordinated support and positive outcomes for learners.
- Represent the service at strategic meetings, inspections, tribunals and partnership forums.
- Respond effectively to complex complaints, appeals, consultations and parental concerns, ensuring resolutions are learner-focused and legally compliant.

3. Leading Resources

Strategic Resource Management

- Strategically manage, develop, organise and control Inclusive Learning Support services, ensuring delivery meets organisational, professional, financial and legislative requirements.
- Lead the development and monitoring of service budgets, ensuring effective and efficient use of resources to maximise learner/apprentices outcomes.
- Ensure resources are deployed equitably and transparently based on assessed need, statutory requirements and service priorities.
- Oversee procurement, commissioning and contract management activities relating to specialist services, equipment and alternative provision.

- Monitor service performance against agreed objectives, key performance indicators and statutory requirements.

Quality Assurance and Compliance

- Ensure all statutory functions are delivered in accordance with current legislation, guidance, policies and procedures.
- Develop and implement robust systems for monitoring service effectiveness, compliance and impact.
- Maintain accurate data, records and reporting mechanisms to evidence service performance and inform strategic planning.
- Lead preparation for inspection activity, audits and reviews, ensuring evidence demonstrates effective statutory compliance and positive learner/apprentice outcomes.
- Identify and manage organisational, operational and safeguarding risks, implementing mitigation strategies where required.

Innovation and Service Development

- Lead service transformation and continuous improvement initiatives in response to changing legislation, SEND reforms and local need.
- Utilise data, research and best practice to shape future service delivery models.
- Promote the effective use of technology, specialist equipment and digital solutions to improve accessibility, participation and learner independence.
- Secure and maximise external funding opportunities where appropriate to enhance service provision.

Please note that the duties and responsibilities outlined above are not exhaustive. The post holder may be required to undertake additional duties or responsibilities, commensurate with the grade and nature of the role, to meet the evolving needs of the College.

PERSON SPECIFICATION

Post Title: Head of Inclusive Learning Support

Essential Criteria

Criteria	Essential Requirements
Qualifications	Degree or equivalent professional qualification.
	Relevant leadership and/or management qualification, or willingness to work towards one.
	Evidence of continuing professional development relevant to SEND, Inclusion, Education or Leadership.
Experience	Significant experience of leading Additional Learning Support, SEND, Inclusion or a related support service within an education setting.
	Experience of leading and managing teams, including performance management, staff development and workforce planning.
	Experience of managing complex budgets and resources effectively.
	Experience of developing and implementing strategies that improve learner outcomes, participation and achievement.
	Experience of working collaboratively with academic leadership, external agencies and stakeholders to support learners with SEND and additional needs.
	Experience of quality improvement, self-assessment and inspection preparation.
Knowledge	Extensive knowledge of SEND legislation, the SEND Code of Practice and statutory responsibilities, relating to learners with additional needs.
	Strong understanding of inclusive practice and barriers to learning within further education.
	Knowledge of Education, Health and Care Plans (EHCPs), high needs funding and associated compliance requirements.

Criteria	Essential Requirements
	Understanding of safeguarding, equality, diversity and inclusion legislation and best practice.
	Knowledge of quality assurance, funding and performance measures applicable to Additional Learning Support.
Skills and Abilities	Ability to provide clear strategic leadership and direction for Inclusive Learning Support services.
	Excellent communication and interpersonal skills, with the ability to influence, negotiate and build effective partnerships.
	Ability to analyse data and performance information to drive continuous improvement and inform decision-making.
	Strong organisational, planning and project management skills.
	Ability to manage competing priorities and deliver outcomes within agreed timescales.
	Ability to inspire, motivate and develop high-performing teams.
Personal Attributes	Passionate about inclusion and improving outcomes for learners with additional needs.
	Demonstrates integrity, resilience and professional credibility.
	Committed to continuous improvement and innovation.
	Collaborative and solution-focused approach to leadership.
Other Requirements	Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
	Commitment to equality, diversity, inclusion and the principles of Inclusion by Design.
	Commitment to ongoing professional development and sector engagement.

Desirable Criteria

Criteria	Desirable Requirements
Qualifications	SENCO qualification, postgraduate qualification or relevant specialist SEND qualification.
Experience	Experience of leading services across multiple sites or a large complex organisation.
	Experience of working closely with Local Authorities, health partners and external agencies.
	Experience of supporting inspection activity and responding to external audits or reviews.
Knowledge	Knowledge of current national SEND reforms and emerging policy developments.
	Understanding of supported internships, preparation for adulthood and inclusive curriculum design.
Skills and Abilities	Experience of leading transformational change and service redesign.
	Ability to represent the organisation at strategic forums and external partnerships.

Assessment Methods

Assessment Area	Method
Qualifications and Professional Development	Application Form / Certificates
Leadership Experience	Application Form / Interview
SEND and ALS Knowledge	Application Form / Interview / Presentation
Strategic Thinking and Service Development	Interview / Presentation
Communication and Stakeholder Management	Interview
People Leadership and Management	Interview
Commitment to Safeguarding and Inclusion	Interview and Pre-employment Checks