

The Vale of Glamorgan Council

Cabinet Meeting: 17th December, 2018

Report of the Cabinet Member for Learning and Culture

Learning and Skills Directorate Senior Management Structure

Purpose of the Report

1. To advise the Cabinet of specific issues impacting on senior management capacity in the Learning and Skills Directorate and to seek approval to make changes to the Senior Management structure.

Recommendation

1. That Cabinet approve the establishment of the post of Head of Standards and Provision and the re-designation of the Head of Achievement for All to Head of Additional Learning Needs and Well-being.

Reason for the Recommendation

1. To improve the capacity of Senior Management to successfully drive and implement the significant national and local change agenda affecting education services in the Vale of Glamorgan.

Background

2. The Senior management structure of the Learning and Skills Directorate was last reviewed in 2016 which resulted in a full time School Improvement post (OM level) being removed from the structure. This was replaced by a shared school improvement post (Senior Challenge Advisor/Lead School Improvement Officer) with the Central South Consortium (CSC). Less than 6 months later, a restructure of the Consortium resulted in a change to the role of Senior Challenge Advisors (SCA) across each of the 5 Local Authorities in the region. The posts reverted back fully to the CSC and more recently have assumed responsibility for strategic areas of the Consortium's work. The SCA covering the Vale of Glamorgan now has responsibility for the regional priority of 'closing the gap.' This covers the work involved in achieving a narrowing of the gap in attainment between those pupils who are eligible for free school meals and those who are not; a role previously carried out by a dedicated member of the CSC staff. This responsibility covers the 5 Local Authorities which form the Central South region. The Senior Challenge Advisor continues to be allocated to the Vale of Glamorgan Council although we now have little influence over the work of this post and the amount of time allocated to Vale specific duties.

3. The current Senior Management Structure of the Directorate is attached at Appendix A. The 0.5 Senior Challenge Advisor/Lead School Improvement Officer remains in the structure. The SCA line manages an Associate Advisor Foundation Phase post which is responsible for supporting and challenging the non-maintained nursery settings across the Vale of Glamorgan. This arrangement continued until the most recent changes to the SCA post as outlined above. There is a need to identify a new line manager for the post.

Relevant Issues and Options

4. The lack of dedicated School Improvement resource has resulted in a gap in the Council's capacity to address School Improvement issues. The monitoring and challenge of the CSC is of particular concern. This includes ensuring our schools are receiving an appropriate level of support and challenge, assessing the impact of the service on the performance of our schools and determining whether the service is providing value for money. This area has received little focus due to the absence of a client officer role in the Local Authority.
5. The Post 16 education agenda is also an area which has no strategic lead or indeed any officer capacity at present. Other challenges include responding to School Improvement related consultations, representation at a range of national and regional meetings, the Council's input to shaping the policy direction of Education in Wales, e.g. the new curriculum and accountability measures.

Additional Learning Needs Act

6. The new Additional Learning Needs Act brings together a single legislative framework for children and young people from birth up to the age of 25 who have additional learning needs. This expands on our previous remit which was 3-19 years. The ALN Code which is yet to be published will provide the detail of how assessments and decisions regarding provision are made. There will be a duty on governing bodies of schools to decide whether pupils have ALN 'where it is brought to [their] attention or otherwise appears to [them]' that they 'may have ALN'. Where a governing body of a school decides that a pupil does have ALN, section 10 of the Act will require them to prepare and maintain an Individual Development Plan (IDP) for them (with statements, School Action and School Action Plus no longer existing).
7. The other significant change as part of the Act, is that it intends to improve transition by transferring the responsibility for Post 16 provision from Welsh Ministers to Local Authorities. This will require Local Authorities to work with Post 16 providers to plan and provide services collaboratively.
8. There is the concern that this legislation could lead to a dilution in support services for those who have the most severe and complex needs, i.e. those who previously had statements especially if all learners will now require the same type of statutory plan.
9. The Act places a much greater focus on working collaboratively, particularly in relation to health bodies. It also allows for greater involvement and participation amongst children and young people and gives parents/carers and young people the right to appeal against decisions made regarding their ALN and/or IDP. Local Authorities will also be required to provide access to independent advocacy services. There is also the expectation that services will be available through the medium of Welsh to create parity of provision, which is likely to have an impact on our ability to meet Additional Learning Needs.

10. In order to ensure effective implementation of the Act, a major change programme will need to be put in place. A series of actions will need to be taken on a regional and local level. These actions include the following:
 - Creating a multi-agency, multi-disciplinary regional implementation plan that underpins the successful transition to the new way of working.
 - Delivering an awareness raising programme that ensures all professionals, parents, carers, children and young people and the third sector receive timely information about the reforms and associated timescales.
 - Implementing a comprehensive workforce development plan that is compliant with the ALNET Act and complementary to the wider national education reforms.
 - Developing support and provision for post compulsory-aged learners through identifying local offers and where possible consider regional solutions to meet complex needs.
 - Ensuring that the new statutory expectations for early years are understood and delivered and that appropriate support is provided to increase capacity in early years' settings.
 - Improving strategic engagement with health to support the establishment of the statutory role of the Designated Educational Clinical Lead Officer and develop shared expectations and supportive working practices.
 - Reviewing and improving Welsh medium provision and specialist support to increased regional capacity.
 - Supporting the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain and promote their rights of appeal.
11. The intention is for there to be a phased implementation of the Act across Wales over the next 3 years. The Vale's implementation plan is extensive. The current Head of Achievement for All does not have the capacity to take a strategic lead in relation to the Act which is the most significant change to legislation for children and young people with ALN in a generation. The risks of not creating this capacity are significant. The overall risk associated with this new legislation, relates to our capacity and capability to effectively meet the Additional Learning Needs of our learners from birth to 25. This is against a backdrop of growing demand for ALN provision due to increasing numbers of children and young people presenting with increasingly more complex needs. This is likely to impact on our ability to meet those needs in line with requirements of the legislation at a time when our budgets are under extreme pressure.

Education other than at School

12. In June 2015 Estyn published a thematic report in response to a request for advice from the Welsh Government in the Ministerial remit letter to Estyn for 2014-2015. The aims of the report were to: identify examples of good practice in early intervention strategies from primary and secondary schools, pupil referral units (PRUs), and Local Authorities, which seek to reduce the number of pupils going into EOTAS; and identify examples of good practice in EOTAS provision in relation to curricula that meet the needs of all pupils, effective behaviour management strategies/approaches for minimising time spent in EOTAS, and effective reintegration strategies. Estyn's recommendations are listed below:

13. Local Authorities, schools and PRUs should:

- have a locally agreed strategy to support all vulnerable pupils so that they remain in full-time education
- identify pupils who are at risk of disengagement early and put in place appropriate, timely interventions
- work together to increase the range of learning options and experiences available to EOTAS pupils

14. Local Authorities should:

- ensure that all stakeholders have a clear understanding of the role of PRUs and other forms of EOTAS within a continuum of provision, and that these provisions have clear entry and exit criteria;
- appoint PRU staff who have appropriate experience and expertise in leadership, teaching and learning as well as behaviour management;
- ensure that all PRU staff have access to the same training and development opportunities as staff in mainstream schools;
- work with regional consortia to provide robust support and challenge for PRU managers and management committees.

15. Since the publication of this thematic report, Estyn has developed a new inspection framework for local government education services. The new framework places considerable emphasis on the outcomes achieved by particular groups of vulnerable learners in schools, EOTAS and other settings such as youth work settings. The inspection guidance states:

‘Inspectors will consider how well the Local Authority co-ordinates, supports and provides a range of universal and targeted services to promote inclusion and the wellbeing of all children and young people and support vulnerable learners to achieve good outcomes. Inspectors will consider how well the Local Authority uses data to identify the needs and progress of vulnerable learners over time. They will consider how well this information is used to challenge providers to improve the quality of education where necessary as well as to inform its own services. Inspectors will evaluate the quality of provision and timeliness of support to meet the needs of excluded pupils and pupils educated other than at school (EOTAS). Inspectors will consider the effectiveness of the authority’s procedures for identifying pupils missing from education, not at school or at risk of being out of education.

The above covers just some of the references in the inspection guidance to vulnerable learners and those educated other than at school.

16. The Directorate recognises the need to develop a strategy for EOTAS and linked to this we must also review our approach to behaviour management. Areas for development are well documented in the Corporate Plan 2017 -20 and in service plans however, there is a need to ensure there is capacity to lead the reshaping of EOTAS and behaviour management at a strategic level. This currently falls to the Head of Achievement for All.

Proposed Changes to the Structure

17. The following proposed changes would reinforce the Senior Management Structure of the Learning and Skills Directorate enabling:

- the effective direction and delivery of statutory services to be maintained;

- improved focus on implementation of the ALN Act;
 - development and implementation of a Wellbeing Strategy encompassing EOTAS and behaviour management;
 - appropriate and effective school improvement services to be commissioned for Vale of Glamorgan Schools.
18. It is recommended that a new Head of Service Position; Head of Standards and Provision is established (job description and person specification attached in Appendix B). The new post would lead on the following areas:
- School Improvement related matters and client relationship management in relation to the Central South Consortium
 - Early Years Education in non-maintained settings
 - Early Years Partnership
 - Behaviour Management
 - Engagement and Progression: Young People not in, or at risk of not being in education, employment or training (NEET)
 - Pupil Referral Unit and commissioned services for inclusion
 - SEREN Programme
 - Vulnerable Groups (Children Looked After (CLAR), Gypsies and Travellers, minority ethnic groups, refugee and asylum seekers, young carers, young offenders, learners educated otherwise than at school, learners with English as an additional language)
 - Youth services – including universal and targeted provision, ESF projects and participation
 - Post 16 strategy
 - Attendance
 - Children missing in education
19. It is further recommended that the post of Head of Achievement for All is re-designated to Head of Additional Needs and Well-being (job description and person specification attached in Appendix C) with a revised remit as follows:
- Strategic lead for implementation of the ALN Act

Provision for ALN including:

- Visual Impairment
- Hearing Impairment
- ASD
- Specific Learning Difficulties
- Speech and language difficulties
- Physical and medical difficulties
- Complex Learning Difficulties

Provision for Wellbeing including:

- Safeguarding

- Anti-bullying
 - Physical Health
 - Mental Health
 - Child licensing
 - Elective home education
 - Education Psychology
 - Complex needs provision
 - Out of County / Independent Provision
20. The proposed structure is attached at Appendix D. The new and revised Heads of Service posts have been subject to evaluation by the Hay Group. Both posts attracted the same evaluation score and a corresponding Head of Service grade.

Resource Implications (Financial and Employment)

21. The Head of Standards and Provision would have responsibility 61 WTE staff and a budget of £4.4 million plus an additional £6 million post 16 funding which this post would be responsible for allocating to school 6th forms in line with an agreed programme. The Head of Additional Learning Needs and Wellbeing would have responsibility for 59 WTE and a budget of £7.65 million.
22. The new Head of Service post will cost between £93,000 and £104,000, inclusive of on-costs. This would be funded from the current budget of £49,954 for the post of Senior Challenge Advisor/Lead School Improvement Officer referred to in paragraph 3 and £65,226 budget set aside for a further vacancy within the structure; Lead Officer Safeguarding and Support. This would generate a saving of £11,180 when compared to the cost of the Head of Service post at the top of the incremental salary band.

Sustainability and Climate Change Implications

23. The new structure seeks to respond to the longer-term needs of the Directorate, the wider Council and reflect the need to deliver services in a financially sustainable manner.

Legal Implications (to Include Human Rights Implications)

24. These proposed changes arise consequent to a variety of issues which include legislative changes and legal requirements within the areas of education as mentioned in the main body of this report. However the recommendations predominantly cause consideration to be given to two areas of law in particular these are employment law implications and local government legislation.
25. As the proposals include the establishment of a new Chief Officer Post (Head of Standards and Provision) and a re-designation of the Head of Achievement for All consideration will need to be given to the Local Authorities (Standing Orders) (Wales) Regulations (Amendment) Regulations 2014. These regulations have been reflected in the Council's Constitution and policies and procedures.
26. When the recommendation is approved advice on implementation of the proposals will be sought as appropriate from Human Resources and Legal Services to ensure compliance with the relevant legislation.

Crime and Disorder Implications

27. There are no crime or disorder implications arising from this report.

Equal Opportunities Implications (to include Welsh Language issues)

28. The Council must comply with the public sector equality duty (section 149) of the Equality Act 2010. Any selection process resulting from the proposals in this report will be managed in accordance with the Council's recruitment and selection policy.

Corporate/Service Objectives

29. This report supports the Council's Wellbeing Outcome 3: An Aspirational and Culturally Vibrant Vale, Corporate Objective 5 'Raising overall standards of achievement'.

Policy Framework and Budget

30. This is a matter for Executive decision by the Cabinet.

Consultation (including Ward Member Consultation)

31. Consultation has been carried out with relevant staff. The recognised trade unions will be consulted at the forthcoming Learning and Skills Joint Consultative Forum.

Relevant Scrutiny Committee

32. Learning and Culture.

Background Papers

None.

Contact Officer

Paula Ham, Director of Learning and Skills

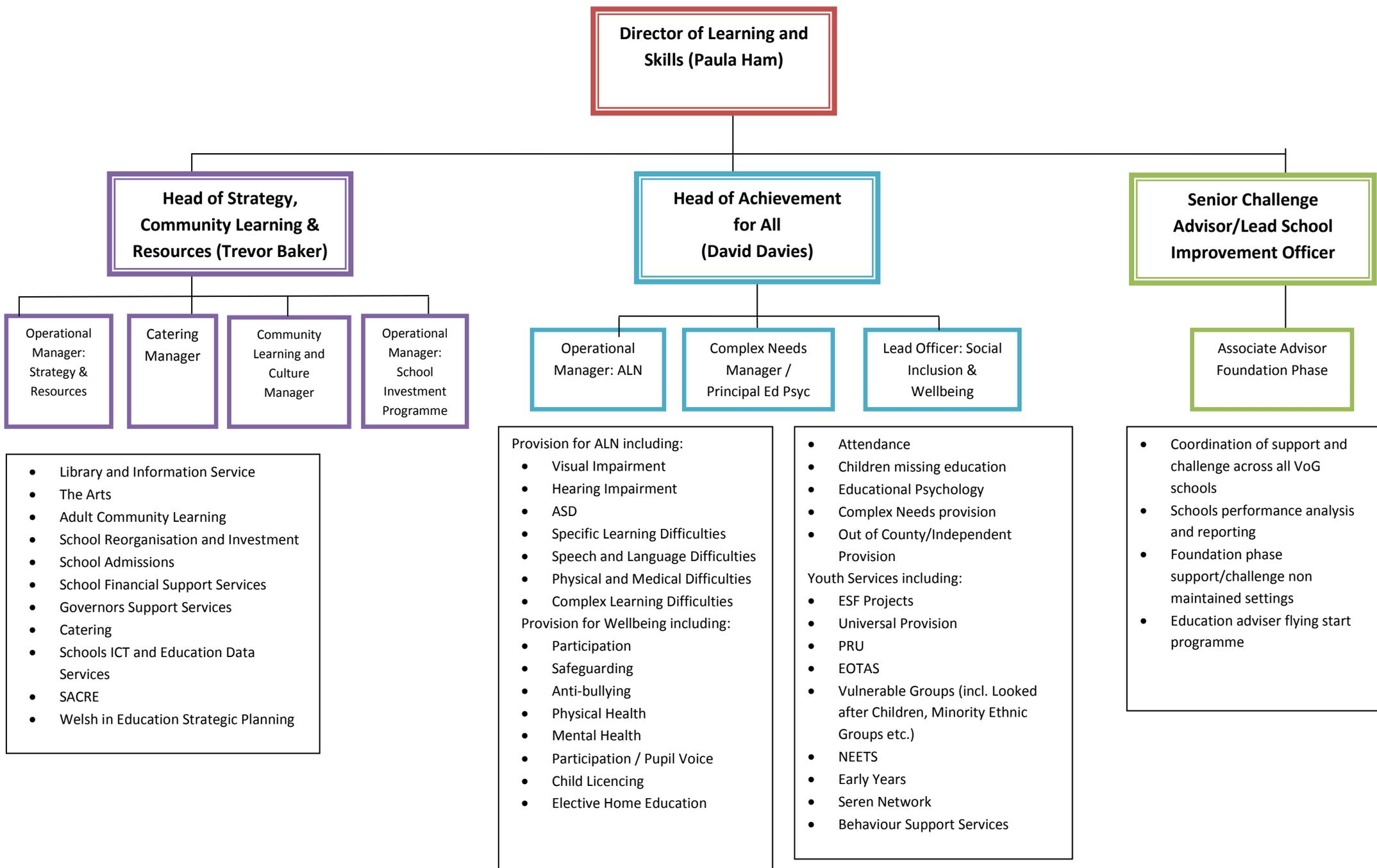
Officers Consulted

Corporate Management Team
Operational Manager: HR Employment Lawyer

Responsible Officer:

Paula Ham, Director of Learning and Skills

Learning and Skills Current Structure



Director of Learning and Skills (Paula Ham)

Head of Strategy, Community Learning & Resources (Trevor Baker)

Operational Manager: Strategy & Resources

Catering Manager

Community Learning and Culture Manager

Operational Manager: School Investment Programme

- Library and Information Service
- The Arts
- Adult Community Learning
- School Reorganisation and Investment
- School Admissions
- School Financial Support Services
- Governors Support Services
- Catering
- Schools ICT and Education Data Services
- SACRE
- Welsh in Education Strategic Planning

Head of Achievement for All (David Davies)

Operational Manager: ALN

Complex Needs Manager / Principal Ed Psyc

Lead Officer: Social Inclusion & Wellbeing

- Provision for ALN including:
- Visual Impairment
 - Hearing Impairment
 - ASD
 - Specific Learning Difficulties
 - Speech and Language Difficulties
 - Physical and Medical Difficulties
 - Complex Learning Difficulties
- Provision for Wellbeing including:
- Participation
 - Safeguarding
 - Anti-bullying
 - Physical Health
 - Mental Health
 - Participation / Pupil Voice
 - Child Licencing
 - Elective Home Education

- Attendance
 - Children missing education
 - Educational Psychology
 - Complex Needs provision
 - Out of County/Independent Provision
- Youth Services including:
- ESF Projects
 - Universal Provision
 - PRU
 - EOTAS
 - Vulnerable Groups (incl. Looked after Children, Minority Ethnic Groups etc.)
 - NEETS
 - Early Years
 - Seren Network
 - Behaviour Support Services

Senior Challenge Advisor/Lead School Improvement Officer

Associate Advisor Foundation Phase

- Coordination of support and challenge across all VoG schools
- Schools performance analysis and reporting
- Foundation phase support/challenge non maintained settings
- Education adviser flying start programme

CHIEF OFFICER JOB DESCRIPTION

POST REF:	NEW
DESIGNATION:	HEAD OF STANDARDS AND PROVISION
GRADE	CHIEF OFFICER
RESPONSIBLE TO:	DIRECTOR OF LEARNING & SKILLS
DIRECTORATE:	LEARNING AND SKILLS
LOCATION:	CIVIC OFFICES

A/ MAIN PURPOSE OF POST

- 1 To act as the Head of Service for the relevant service area within Learning and Skills.
2. Develop and manage the implementation of the Service Plan, so as to ensure that agreed priorities and policy objectives are met.
3. Work with the Director of Learning and Skills to provide leadership, management and strategic direction for the Directorate.
4. Deputise for the Director of Learning and Skills as required
5. Work with and support Cabinet Members, Scrutiny Members and all Elected Members in their ward roles.
6. Commissioning, deliver and continuously improve services in accordance with the needs of the people of the Vale of Glamorgan and the Council's improvement agenda.
7. Work in partnership with other Council services and external organisations to achieve common objectives in accordance with the Corporate Plan and Community Strategy.

B/ CORPORATE RESPONSIBILITIES AND OBJECTIVES

8. Contribute to the effective strategic management of the Council and the Directorate of Learning and Skills as a member of the Departmental Management Team and to promote and represent the work of the Council and our partner agencies.
9. To support the delivery of the Council's budget priorities through the robust management of resources within the postholder's service and by ensuring that services are provided cost effectively.

10. Promote a strong culture of performance management to ensure high levels of performance, the meeting of performance targets and the continuous improvement and development of services.
11. To anticipate, monitor and identify strategic issues and changes which affect the service area and develop effective responses to meet such changes
12. Contribute to transformational change across the Council and ensure that organisational development initiatives, policies and plans are implemented and properly embedded.
13. To ensure a responsive customer-focused approach in the planning, commissioning and delivery of services
14. To explore opportunities to improve the effectiveness and efficiency of services through collaboration, partnership working and continuous challenge.
15. Produce an annual Service Plan and ensure the development of Team Plans for the Service area concerned
16. Ensure that the principles of equality of opportunity are integrated and actively pursued both within the directorate and in all areas of service provision
17. Attend and contribute to meetings of the Cabinet, Scrutiny and other Council meetings as appropriate
18. Ensure compliance with the Council's Financial Regulations, Standing Orders, Policies and Procedures

C/ OPERATIONAL RESPONSIBILITIES

19. Commission/provide the following functions achieving appropriate and agreed quality standards:
 - Continually review provision in order that it meets needs, is of a high quality and is efficient, ensuring that quality frameworks, service level agreements and contracts are in place.
 - Secure the education outcomes of vulnerable pupils including children who are looked after, those who have English as an additional language and those who are not in school.
 - Secure the effective delivery of behaviour services, low numbers of exclusions, provision for excluded pupils and work with schools to secure high levels of school attendance.
 - Ensure the early identification of pupils at risk of becoming 'not in education, employment and training' and secure their engagement and progression.
 - Secure effective delivery of prevention, early intervention and support services in partnership with other voluntary and statutory agencies in relation to Vulnerable Groups.
 - Support the development of skills and expertise in schools and other settings in relation to Vulnerable Groups.
 - To provide Youth Support Services.
 - Develop and maintain strategies for pupil engagement and participation.
 - Ensure that children, young people and parents/carers are effectively engaged in decisions about service provision and development.

- Contribute to work to identify schools causing concern and contribute to their improvement.
 - Ensure effective implementation of safeguarding policies and practices in schools and across the directorate.
 - To undertake the lead client school improvement function in partnership with the Central South Consortium.
 - To maintain a secure knowledge of the performance of schools in the Vale of Glamorgan.
 - Support the Director of Learning and Skills in ensuring the accountability of the Central South Consortium for delivery of the School Improvement Service in the Vale of Glamorgan.
 - Lead the school improvement function in relation to non-maintained early years settings.
 - Coordinate the strategic planning of early years provision across the Vale of Glamorgan.
20. To provide and promote clear leadership and performance management within the service ensuring the effective performance of all managers.
 21. Oversee the development and maintenance of performance management systems to ensure the meeting of targets and the continuous development of services
 22. To ensure the effective management, planning and deployment of the budget and wider resources across the relevant service areas in accordance with service plans and the longer range strategic objectives of the Council.
 23. To ensure that there are clear communications and well defined accountabilities within the service area
 24. Maximise income and external funding opportunities in line with Council Policy
 25. Develop and maintain operational procedures to assist and guide staff to meet both statutory and Council policy requirements.

D/ COUNCIL WIDE RESPONSIBILITIES

26. Ensure compliance with the Council's Financial Regulations, Standing Orders, Policies and Procedures.
27. To implement the principles of the Council's Equal Opportunity Policy whilst carrying out the above duties.
28. To adhere to Health and Safety legislation / relevant Council policies and procedures and to take reasonable care for the health and safety of yourself and other persons who may be adversely affected by your acts / omissions.
29. To implement the principles of the Council's Environment Policy while carrying out the above duties.
30. To report without delay any safeguarding concerns to the appropriate safeguarding officer.

31. Such other duties and responsibilities commensurate with the grade and in accordance with the general character of the job as may reasonably be required by the Chief Officer from time to time.

Signed:
Head of Achievement for All

Date:

Signed:
Director of Learning and Skills

Date:

Person Specification

Post No	New	Designation:	Head of Standards and Provision	Department:	Learning and Skills
Section:	Standards and Provision	Completed By:	Paula Ham, Director of Learning and Skills	Date:	September 2018

The Person Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Person Specification is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates. You should refer and address each point of the Person Specification, giving evidence of what skills, experience and knowledge you have in each of these areas. Always be specific. Do not use general phrases such as “I have the necessary skills...” or “I am confident I can do the job well...”. The shortlisting panel will need to know how you meet the requirements based on the evidence you provide.

		Essential	Desirable	Ascertained by
1.	Experience and Knowledge	<ul style="list-style-type: none"> ▪ At least five years significant and relevant senior management experience in a large and complex organisation. ▪ Experience of working collaboratively with a range of stakeholders. ▪ Experience of developing strategies to meet business objectives, commissioning services and monitoring and evaluating outcomes. ▪ Practical experience of meeting relevant legislation. ▪ Experience of successful budget management. ▪ Evidence of effective partnership working. ▪ Evidence of tackling underperformance. ▪ Awareness and understanding of current Education issues and challenges, including safeguarding. 	Experience of Estyn inspections.	<ul style="list-style-type: none"> ▪ Past/current employment recorded on job application form. ▪ References. ▪ Interview (for short listed candidates). ▪ Presentation (for short listed candidates).

		Essential	Desirable	Ascertained by
2.	Skills and aptitudes	<ul style="list-style-type: none"> ▪ Excellent management, leadership and organisational skills. ▪ Effective communication skills, both written and oral. ▪ Capacity to work across departmental boundaries and contribute to corporate working. ▪ Sensitive to and adept at developing effective working relationships with elected members/governors/headteachers/parents/voluntary sector. ▪ Capacity to develop and effectively use management information systems. ▪ Good project and risk management skills to deliver on time and within budget. ▪ The ability to think strategically and work flexibly. ▪ Able to analyse complex issues and present imaginative and practical solutions. ▪ Strong influencing and negotiating skills. 	Welsh language skills	<ul style="list-style-type: none"> ▪ Application form and for short listed candidates, interview questions. ▪ Assessment Centre.
3.	Qualifications and training	A qualified teacher.	Post Graduate Management qualification.	<ul style="list-style-type: none"> • Application form and verification of examination certificates.
4.	Attitude and motivation	<ul style="list-style-type: none"> ▪ Capacity to build partnerships with other organisations. ▪ Capacity to work outside normal office hours as required. ▪ Ability to enthuse and motivate colleagues. ▪ Customer focused approach to service delivery and improvement. 		<ul style="list-style-type: none"> ▪ Application form ▪ Interview (for short listed candidates). ▪ Presentation (for short listed candidates).
5.	Other (please specify)	<ul style="list-style-type: none"> ▪ Ability to drive/travel throughout the Vale or between locations as appropriate 		

CHIEF OFFICER JOB DESCRIPTION

POST REF:	NEW
DESIGNATION:	HEAD OF ADDITIONAL LEARNING NEEDS AND WELLBEING
GRADE	CHIEF OFFICER
RESPONSIBLE TO:	DIRECTOR OF LEARNING & SKILLS
DIRECTORATE:	LEARNING AND SKILLS
LOCATION:	CIVIC OFFICES

A/ MAIN PURPOSE OF POST

1. To act as the Head of Service for the relevant service area within Learning and Skills.
2. Develop and manage the implementation of the Service Plan, so as to ensure that agreed priorities and policy objectives are met.
3. Work with the Director of Learning and Skills to provide leadership, management and strategic direction for the Directorate.
4. Deputise for the Director of Learning and Skills as required
5. Work with and support Cabinet Members, Scrutiny Members and all Elected Members in their ward roles.
6. Commissioning, deliver and continuously improve services in accordance with the needs of the people of the Vale of Glamorgan and the Council's improvement agenda.
7. Work in partnership with other Council services and external organisations to achieve common objectives in accordance with the Corporate Plan and Community Strategy.

B/ CORPORATE RESPONSIBILITIES AND OBJECTIVES

8. Contribute to the effective strategic management of the Council and the Directorate of Learning and Skills as a member of the Departmental Management Team and to promote and represent the work of the Council and our partner agencies.
9. To support the delivery of the Council's budget priorities through the robust management of resources within the postholder's service and by ensuring that services are provided cost effectively.

10. Promote a strong culture of performance management to ensure high levels of performance, the meeting of performance targets and the continuous improvement and development of services.
11. To anticipate, monitor and identify strategic issues and changes which affect the service area and develop effective responses to meet such changes
12. Contribute to transformational change across the Council and ensure that organisational development initiatives, policies and plans are implemented and properly embedded.
13. To ensure a responsive customer-focused approach in the planning, commissioning and delivery of services
14. To explore opportunities to improve the effectiveness and efficiency of services through collaboration, partnership working and continuous challenge.
15. Produce an annual Service Plan and ensure the development of Team Plans for the Service area concerned
16. Ensure that the principles of equality of opportunity are integrated and actively pursued both within the directorate and in all areas of service provision
17. Attend and contribute to meetings of the Cabinet, Scrutiny and other Council meetings as appropriate
18. Ensure compliance with the Council's Financial Regulations, Standing Orders, Policies and Procedures

C/ OPERATIONAL RESPONSIBILITIES

19. Commission/provide the following functions achieving appropriate and agreed quality standards:
 - Ensure that the needs of pupils with additional learning needs are identified, assessed and that appropriate provision is made.
 - Continually review provision in order that it meets needs, is of a high quality and is efficient, ensuring that quality frameworks, service level agreements and contracts are in place.
 - Minimise the numbers of learners placed in out of county settings, working with social services and other agencies where appropriate.
 - Support schools to secure the well-being of learners through the provision of information and targeted services.
 - Deliver youth services.
 - Secure effective delivery of prevention, early intervention and support services in partnership with other voluntary and statutory agencies in relation to ALN.
 - Support the development of skills and expertise in schools and other settings in relation to ALN.
 - Ensure that children, young people and parents/carers are effectively engaged in decisions about service provision and development.
 - Ensure that effective safeguarding policies and practices are in place in schools and across the directorate

- Contribute to work to identify schools causing concern and contribute to their improvement.
 - Develop strategies in response to changing demographics and need in line with the requirement of the ALN Act.
 - Work with regional partners to develop and action a phased implementation plan in relation to the ALN Act.
 - Develop and maintain strategies for pupil engagement and participation.
20. To provide and promote clear leadership and performance management within the service ensuring the effective performance of all managers.
 21. Oversee the development and maintenance of performance management systems to ensure the meeting of targets and the continuous development of services
 22. To ensure the effective management, planning and deployment of the budget and wider resources across the relevant service areas in accordance with service plans and the longer range strategic objectives of the Council.
 23. To ensure that there are clear communications and well defined accountabilities within the service area
 24. Maximise income and external funding opportunities in line with Council Policy
 25. Develop and maintain operational procedures to assist and guide staff to meet both statutory and Council policy requirements.

D/ COUNCIL WIDE RESPONSIBILITIES

26. Ensure compliance with the Council's Financial Regulations, Standing Orders, Policies and Procedures.
27. To implement the principles of the Council's Equal Opportunity Policy whilst carrying out the above duties.
28. To adhere to Health and Safety legislation / relevant Council policies and procedures and to take reasonable care for the health and safety of yourself and other persons who may be adversely affected by your acts / omissions.
29. To implement the principles of the Council's Environment Policy while carrying out the above duties.
30. To report without delay any safeguarding concerns to the appropriate safeguarding officer.
31. Such other duties and responsibilities commensurate with the grade and in accordance with the general character of the job as may reasonably be required by the Chief Officer from time to time.

Signed:

Date:

Signed: Director of Learning and Skills

Date:

Person Specification

Post No	X/LG/AA01	Designation:	Head of Additional Learning Needs and Wellbeing	Department:	Learning and Skills
Section:	Additional Learning Needs and Wellbeing	Completed By:	Paula Ham, Director of Learning and Skills	Date:	September 2018

The Person Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

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	Essential	Desirable	Ascertained by
1. Experience and Knowledge	<ul style="list-style-type: none"> ▪ At least five years significant and relevant senior management experience in a large and complex organisation. ▪ Experience of working collaboratively with a range of stakeholders. ▪ Experience of developing strategies to meet business objectives, commissioning services and monitoring and evaluating outcomes. ▪ Practical experience of meeting SEN and relevant legislation. ▪ Experience of successful budget management. ▪ Evidence of effective partnership working. ▪ Evidence of tackling underperformance. ▪ Awareness and understanding of current Education issues and challenges, including safeguarding. 	Experience of Estyn inspections.	<ul style="list-style-type: none"> ▪ Past/current employment recorded on job application form. ▪ References. ▪ Interview (for short listed candidates). ▪ Presentation (for short listed candidates).

	Essential	Desirable	Ascertained by
2.	Skills and aptitudes	<ul style="list-style-type: none"> ▪ Excellent management, leadership and organisational skills. ▪ Effective communication skills, both written and oral. ▪ Capacity to work across departmental boundaries and contribute to corporate working. ▪ Sensitive to and adept at developing effective working relationships with elected members/governors/headteachers/parents/voluntary sector. ▪ Capacity to develop and effectively use management information systems. ▪ Good project and risk management skills to deliver on time and within budget. ▪ The ability to think strategically and work flexibly. ▪ Able to analyse complex issues and present imaginative and practical solutions. ▪ Strong influencing and negotiating skills. 	<ul style="list-style-type: none"> ▪ Application form and for short listed candidates, interview questions. ▪ Assessment Centre.
3.	Qualifications and training	<ul style="list-style-type: none"> ▪ A qualified teacher or educational psychologist. 	<ul style="list-style-type: none"> • Application form and verification of examination certificates.
4.	Attitude and motivation	<ul style="list-style-type: none"> ▪ Capacity to build partnerships with other organisations. ▪ Capacity to work outside normal office hours as required. ▪ Ability to enthuse and motivate colleagues. ▪ Customer focused approach to service delivery and improvement. 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview (for short listed candidates). ▪ Presentation (for short listed candidates).
5.	Other (please specify)	<ul style="list-style-type: none"> ▪ Ability to drive/travel throughout the Vale or between locations as appropriate 	

