

Job Description:
Neurodiversity Support Manager

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| Function: | Sodexo Government - Justice |
| Position:  | Neurodiversity Support Manager |
| Immediate manager (N+1 Job title and name): | Head of Learning and Skills |
| Additional reporting line to: | Head of Rehabilitation |
| Position location: | HMP Northumberland (with some remote working) |
| Job Terms: | 3-Year Fixed Term Contract |
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| 1. Purpose of the Job – State concisely the aim of the job.  |
| The post holder will be responsible for leading on support for prison residents with needs arising from neurodivergence.Developing and implementing, through close collaboration with stakeholders, a “whole system” principle is of paramount importance, with the focus firmly on supporting individuals to achieve and progress through Education, Skill and Work pathways throughout their sentence.  |
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| 2. Dimensions – Point out the main figures / indicators to give some insight on the “volumes” managed by the position and/or the activity of the Department. |
| The proportion of the prisoner population at HMP Northumberland with additional support needs is approximately 40%. The NSM will monitor the prevalence, types of disability and learning needs, provide information to SLT and managers across the prison in areas other than education. Expectation is that support plans and progress monitoring are in place for all of the prisoners across the prison regime. |

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| 3. Organisation chart – Indicate schematically the position of the job within the organisation. It is sufficient to indicate one hierarchical level above (including possible functional boss) and, if applicable, one below the position. In the horizontal direction, the other jobs reporting to the same superior should be indicated. |
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| **4. Context and main issues** – Describe the most difficult types of problems the jobholder has to face (internal or external to Sodexo) and/or the regulations, guidelines, practices that are to be adhered to. |
| The Neurodiversity Support Manager (NSM) will liaise with the Learning and Skills Manager (LSM) and the education provider to ensure prisoners are supported, whether engaged with education or not, and that they continue to be supported in the community, including by the probation teams. The post holder will provide support and guidance to ensure that all staff and stakeholders share the same vision and ethos of Neurodiversity. The post holder will ensure that actions across education, skills and work (ESW) within their prison support a whole prison improvement approach which supports wider improvements across the estate. This is a non-operational role with no line management responsibilities; however, this may change as the role develops. |

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| 5. Main assignments – Indicate the main activities / duties to be conducted in the job. |
| The job holder will be required to carry out the following responsibilities, activities and duties: * Focus on improving and ensuring that the quality of neurodiversity support and provision across ESW is at least good and moving towards outstanding. This is to include assessment of quality to inform the prison education, skills and work improvement plan which can be applied across various learning channels, e.g. classroom, industries, work areas, workshops, gym etc.
* Develop and maintain Neurodiversity needs strategy for the prison, incorporating and working with key stakeholders. This should include as a minimum: Curriculum and Learning Progression lead, LSM, Head of Reducing Reoffending (HoRR), Provider education and/or curriculum managers (including regional leads), Employment lead, New Futures Network (NFN) broker, Prison Work Coach, Head of Offender Management Unit, libraries, Information Advice and Guidance (IAG), activities, gym, industries manager, key worker
* Develop and maintain the systems and structures to ensure that delivery of all Education, Skills and Work activity is appropriate to all cohorts. Recommend and test related solutions leading into an improvement plan. Working with Senior Management Team (SMT) to implement, maintain, invest and update it as necessary.
* Manage the collection and collating Neurodivergent data at local level. Continually analyse and evaluate current practice for how neurodiversity provision is tailored to the needs of a wide range of prisoners, including those who are hard to reach, vulnerable prisoners, and those for whom English is not their first language.
* Track the progress of prisoners with neurodiversity in education, learning and work (including kitchen, horticulture, waste management industries/workshops, wing work and orderly/peer roles), analyse data and identify any participation and achievement gaps and address these.
* Case manages prisoners who require additional support to ensure it is both appropriate and helpful. Ensuring individual prisoners’ neurodiversity related information is shared, appropriately and lawfully, with relevant prison teams. E.g. PEF, IAG, LSM, Health Care
* Ensure that the needs of neurodiverse prisoners are considered in terms of availability of activities, appropriate adaptations, and reasonable adjustment as required and sufficient places by working with the LSM, activities and industries managers.
* Raise awareness of Neurodiversity in the prison. Upskilling workforce to support a whole prison approach to supporting prisoners with neurodivergence using full staff briefings, internal communications and 1-2-1 processes but the list of opportunity is not exhaustive. The duties/responsibilities listed above describe the post as it is at present and is not intended to be exhaustive. The job holder is expected to accept reasonable alterations and additional tasks of a similar level that may be necessary relevant to the role.
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| 6. Accountabilities – Give the 3 to 5 key outputs of the position vis-à-vis the organization; they should focus on end results, not duties or activities. |
| * Weekly, Monthly and Quarterly reports and any additional reports as required by the Authority.
* Attendance at Quarterly Improvement Group (QIG)and input into the Quality Improvement Action Plan, Reducing Reoffending Meeting, and the Education Performance meeting (EPM).
* No Direct Line management responsibility (but this may change).
* This role will work across departments and partner providers to align processes and create a consistent approach to the support for prisoners with neurodivergent needs
* Establishment and Education Self-Assessment reports for the functional area
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| 7. Person Specification – Indicate the skills, knowledge and experience that the job holder should require to conduct the role effectively |
| Essential Qualifications: * PGCE, Cert Ed or Level 5 in Education and Training.
* Level 4 Certificate in Supporting the learning of learners with Special Educational Needs and Disability (SEND)/ Additional Learning Needs (ALN). Alternatively, extensive relevant work experience of working with Neurodiverse learners in a custodial setting.

Desirable Qualifications: * Level 4 TAQA qualifications in the Internal Quality Assurance of Assessment Processes or equivalent,
* Level 7 Diploma in Assessing and Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy

This is a specialist, non-operational role thus, it is desirable for the candidate to have the following experience: * Experience of operating in a specialist neurodiversity role.
* Experience of working within the Special Educational Needs / Additional Learning Needs and Disabilities field.
* Detailed knowledge of OFSTED/Estyn’s EIF (Education Inspection Framework) and further education and skills criteria.
* Substantial teaching experience that has developed a range of strategies for developing accessible and appropriate resources to match the specific learning needs of individuals / cohorts of learner.
* History of developing highly effective partnerships with a range of internal and external stakeholders.
* Worked in a complex multi-agency operational setting to achieve mutual outcomes.
* Experience of setting goals and achieving targets.
* Experience of implementing change, preferably within an educational setting.
* Evidence of innovation and impact in an educational context.
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| 8. Competencies – Indicate which of the Sodexo core competencies and any professional competencies that the role requires |
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| * Customer Focus - Building strong customer relationships and delivering customer-centric solutions – Level 3
 | * Persuades - Using compelling arguments to gain the support and commitment of others – level 3
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| * Resourcefulness: Securing and deploying resources effectively and efficiently- Level 3
 | * Business Insight - Applies knowledge of business and the marketplace to advance the organisation's goals- Level 4
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| * Being Resilient - Rebounding from setbacks and adversity when facing difficult situations – Level 3
 | * Drives Results - Consistently achieves results, even under tough circumstances – Level 3
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| * Ensures Accountability - Holding oneself and others accountable for meeting commitments – Level 3
 | * Optimises Work Processes- Knows the most effective and efficient processes to get things done, with a focus on continuous improvement – Level 2
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| * Collaborates - Building partnerships and working collaboratively with others to meet shared objectives- Level 3
 | * Communicates Effectively - Developing and delivering multi-mode communications that convey a clear understanding of the unique needs of different audiences – level 3
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| 9. Management Approval – To be completed by document owner |
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| Document Owner | Sarah Phillips |

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