

Job Description:

Neurodiversity Support Manager (SENDCo)

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| Function: | Sodexo Government UK&I – Justice – Resettlement | |
| Position: | Neurodiversity Support Manager | |
| Job holder: |  | |
| Date (in job since): |  | |
| Immediate manager  (N+1 Job title and name): |  | |
| Additional reporting line to: |  | |
| Position location: | HMP Forest Bank | |
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| 1. Purpose of the Job | | |
| * To lead on support for prison residents with needs arising from neurodivergence. | | |
| 2. Organisation chart | | |
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| **3. Context and main issues** |
| * To develop and implement, through close collaboration with stakeholders, a “whole system” principle; with focus on supporting individuals of Neurodiversity or SEND to achieve and progress through Education, Skill and Work pathways throughout their sentence. * To liaise with the Learning and Skills Manager (LSM) and the education provider to ensure prisoners of Neurodiversity or SEND are supported, whether engaged with education or not, and that they continue to be supported in the community, including by the probation teams. * To provide support and guidance to ensure that all staff and stakeholders share the same vision and ethos of Neurodiversity/SEND. * To ensure that actions across education, skills and work (ESW) within the 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. |

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| 4. Main assignments. |
| * 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 for those with SEND 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; including those with Neurodiversity/SEND. 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 of Neurodivergent data at local level. * Continually analyse and evaluate current practice for how neurodiversity provision is tailored and differentiated to meet 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 and have SEND. * 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 manage 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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| 5. Experience, Qualifications & Person Specification |
| **Desired Experience**   * Experience of operating in a specialist neurodiversity role (for example, as a school SENDCo) * 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   **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   **Person Specification**  **Essential**   * A clear understanding of what makes a good leader; the skills required and the ability to motivate and engage others * Excellent organisational skills with the ability to work under pressure. * Ability to manage and develop relationships with key stakeholders; including the ability to influence others to effect change. * A high level of integrity and reliability * Ability to act on own initiative to develop and implement key strategic initiatives within functional area * Previous experience of operating at senior functional management level   **Beneficial**   * Previous experience in a custodial environment * Experience in contractual compliance and delivery |

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| 8. Competencies |
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| 9. Management Approval – To be completed by document owner |
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