

**Job Description:**

**Neurodiversity Support Manager**

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| Function: | Education, Skills, and Work  |
| Position:  | Neurodiversity Support Manager |
| Job holder: | Vacant  |
| Date (in job since): |  |
| Immediate manager (N+1 Job title and name): | Deputy Head of Education, Skills and Work (Stephen Phillips) |
| Additional reporting line to: | Head of Education Skills and Work (Teresa Bruce) |
| Position location: |  |
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| 1. Purpose of the Job – State concisely the aim of the job.  |
| * To be responsible for support for prison residents with needs arising from neurodivergence.
* Develop and maintain neurodiversity needs strategy for the prison, incorporating and working with key stakeholders. This should include as a minimum: Head of Education Skills and Work (HoESW), Head of MBU, Head of Reducing Reoffending (HoRR), and/or curriculum managers (including regional leads), Employment lead, New Futures Network (NFN) broker, Prison Work Coach, Head of Offender Management Unit, libraries, Careers Information Advice and Guidance (CIAG), 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.
* To deliver training and support all staff in understanding and supporting the needs of Neurodivergent prisoners.
* To gather and provide accurate Neurodiversity data as and when required. 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
* Maintain relevant and up to date knowledge of SEND resources as well as legislation and best practice, making recommendations as appropriate
* 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, Skills and Work pathways throughout their sentence.
* Liaise with the Deputy Head of Education Skills and Work (HoESW), Education Manager (EM), Industry Managers (IMs), Activity Managers (AM) to ensure prisoners are supported to engage with education skills and work or not, and that they continue to be supported in the community, including by the probation teams
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| 5. 2. Main assignments – Indicate the main activities / duties to be conducted in the job. |
| * 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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| 2. 3. Context and main issues – Describe the most difficult types of problems the jobholder must face (internal or external to Sodexo) and/or the regulations, guidelines, practices that are to be adhered to. |
| * Ofsted standards
* 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.
* Track the progress of neurodivergent prisoners 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.
* Focus on improving and ensuring that the quality of neurodiversity support and provision 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
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| 4. 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. |
| * Delivery of the agreed performance
* Staff engagement and training outcomes.
* Accurate and timely data reflecting SEND population across the establishment
* Achieve a Good scores in audits, inspections, and surveys. Positive resident feedback on consultation
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| 2. 5. 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. |
| * Contractual compliance
* Operational Stability
* Service Delivery Targets achieved or exceeded
* Compliance with HMCIP Expectations
* Compliance with Prison Service Orders and Instructions
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| 6. Job profile – Describe the qualifications (Education & experience), competencies and skills needed to succeed in the position. |
| Essential* Education to degree level or equivalent and relevant SEND experience of leading within a SEND setting with evidence of having achieved successful outcomes
* Experience of working with Adults who are Neurodivergent
* Experience in delivering interventions whilst monitoring progress
* A detailed and sound knowledge of Neurodiversity
* Detailed understanding of Diversity and Inclusion as well as legislation such as the SEND Code of Practice

Desirable* Previous SENCo experience
* Experience working in a prison environment
* Evidence of professional development in Neurodiversity
* Experience of delivering Neurodiversity training to staff
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| 2. 7. Organization chart – Indicate schematically the position of the job within the organization. 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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**Levels**

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Received:

Date:       Date:

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Job holder Immediate Manager