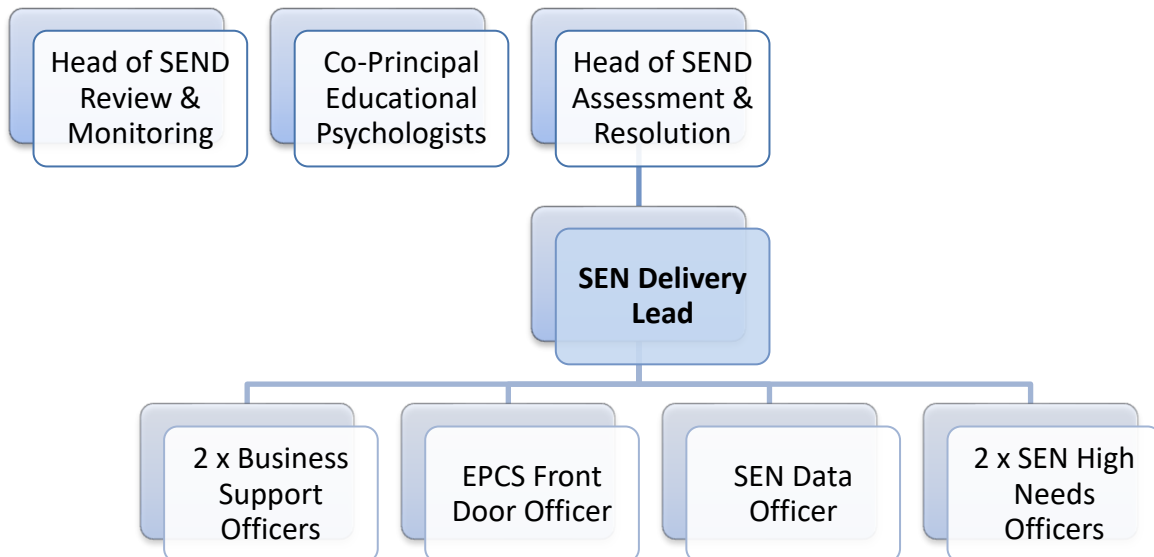


JOB DESCRIPTION

Job Title	Special Educational Needs (SEN) Delivery Lead
Directorate	Children's Services, Education
Service	Special Educational Needs
Grade	Grade G

Employees directly supervised <i>(if applicable):</i>	6
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Family Tree *(job titles only, no employee names)*



Post reports to the Head of SEND Assessment & Resolution with a dotted line to the Head of SEND Review & Monitoring and Co-Principal Educational Psychologists

1. JOB PURPOSE:

The SEN Delivery Lead plays a pivotal role in ensuring that the SEN and Education Psychology Service operates efficiently and effectively to meet statutory requirements and best practice standards. By providing strong leadership and overseeing key support functions, this role upholds the quality and consistency of services for pupils with special educational needs and all pupils across schools in the area. The SEN Delivery Lead is instrumental in developing a collaborative, well-trained team, maintaining rigorous processes, and supporting ongoing improvement, so that pupils and schools receive the guidance and support they need.

2. DESCRIPTION OF DUTIES:

- To provide effective leadership and robust line management, including performance management where needed, recruitment, induction, professional and personal development so that staff are supported, motivated, and equipped to deliver high-quality SEND services consistently.
- To lead and manage the team to meet all responsibilities according to relevant legislation and local processes.
- Proactively keep up to date with SEND legislations and guidance (such as SEN2 and High Needs Operational Guidance) and be able to identify and understand the key changes required to processes to fulfil the legislation and related guidance.
- To approve the admission into specialist nurseries and specialist resourced provisions and units for pupils without an Education, Health and Care (EHC) plan or under assessment.
- Act as the first point of contact for the complaints service, ensuring all complaints, FOIs and SARs are logged, triaged, and allocated appropriately — so that issues are managed promptly, transparently, and in line with statutory obligations.
- To undertake termly 'deep dive' data audits, identifying areas for development, identifying areas for development and driving improvements in SEND processes, accuracy, and statutory compliance.
- Identify trends and events affecting service delivery and contribute to or deliver solutions where needed.
- Coordinate and implement a continuous programme of induction and training for the whole service (including keeping training records, scheduling training events, external trainers and staff development days) ensuring staff are equipped with the skills, knowledge, and support needed to deliver high-quality, compliant SEND services.
- To provide duty cover to the administrative functions of the team, providing cover for the Front Door & Data or High Needs Officers during unforeseen periods of leave.
- To provide administrative support to the Assistant Director for Education – SEND & Psychology on key projects that the services are undertaking, coordinating the network of special school heads and specialist resource provision and support the reporting to the High Needs Budget Review Group (HNBRG).
- To monitor, identify and advise on areas of potential efficiency and service improvement.
- Oversee financial checks by reviewing supplier requests, supporting cost recovery for traded services, and monitoring tuition provision against framework agreements so that financial controls are maintained and accurate forecasts inform service planning.
- Meet with the High Needs Funding matrix provider regularly and report to leadership & wider service on changes that will apply.
- To lead and be an advocate for the promotion of the use of technology (such as the case management system) to record, track and monitor our ways of working to both manage

performance and inform business intelligence.

We are a borough-based service so we work in the locality at least twice a week as we believe it is important to be out in the area with the community we serve.

As an education-based service, our core hours are when schools are open.

SELECTION CRITERIA/PERSON SPECIFICATION

Job Title:	Special Educational Needs (SEN) Delivery Lead
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Conditions to Note:

Candidates:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Values & Behaviours

The Royal Borough of Kensington and Chelsea has identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	Equal Opportunities Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.
B	Qualifications None
C	Skills; Experience and Attitude • Demonstratable experience of managing others including responsibility for induction, professional development and performance management. • Demonstrably good organisational skills with the capacity to manage competing demands and meet deadlines within timescales. • Demonstrable experience in administration tasks like record keeping and reporting. • Able to communicate clearly in English which is appropriate for the effective performance of the role. • A good understanding of the nature and importance of partnership working and managing multiple stakeholders and evidence of good practice in this area. • Some knowledge, skills and understanding in a significant area related to SEN and relevant Education legislation (such as the Children and Families Act 2014, Education Act 1996) & the ability to develop this rapidly and effectively. • Evidence of sound judgement and analytical skills leading to effective service delivery. • The ability to gather, understand and use large amounts of data to make informed and

	effective decisions in relevant service areas.
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Our Values & Behaviours	
D	PUTTING COMMUNITIES FIRST • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. The following examples are indicators of effective behaviour: • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. Our residents will feel that: • I have been included • I can see how my views have been taken into account • I can see improvements and developments based on my input
E	RESPECT • We listen to everyone and value the personal experiences of people in our communities and of each other. • We adopt a fair, and involving approach regardless of any way in which an individual is different to us. The following examples are indicators of effective behaviour: • I adapt my approach to take account of all differences and cultures in the community and with colleagues. • I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. • I communicate in a way that is respectful, encourages involvement and meets people's needs. Our residents will feel that: • I feel my culture and background are respected. • I have confidence that action is being taken.

	• I feel I am being treated fairly.
F	INTEGRITY • We act with openness, honesty, compassion, responsibility and humility. • We let people know what we are doing and communicate why and how decisions have been made. The following examples are indicators of effective behaviour: • I demonstrate empathy in my interactions with others. • I am honest and transparent about the decisions I take. • I follow through on the actions I say I will take and take ownership for communicating the outcome. Our residents will feel that: • I am told when something is not possible and the reasons why are explained to me. • I feel my perspective is listened to and understood. • I feel my views are valued
G	WORKING TOGETHER • We work together and in partnership with everyone that has an impact on the lives of our residents. • We want to understand, learn from each other and continually adapt. The following examples are indicators of effective behaviour: • I work with others to provide an effective service for residents, local communities and other departments within the Council. • I seek ways to work with other departments to deliver a seamless service and find opportunities to improve. • I seek out opportunities to learn from my colleagues and build on good practice. Our residents will feel that: • I can get my issue resolved without being passed around departments. • I find it easy to access the services that I need. • I feel the Council is open to new ideas.