Job title	Head of ALS
Department	Lewisham College
Reporting to	Assistant Principal
Direct reports	ALS Staff (Including, ALS Manager, Supported Learning Team Leader, ALS Funding and Support Manager)

Role Purpose

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The Head of ALS provides operational leadership for all ALS provision across the college, ensuring high-quality, compliant, and impactful support for learners with SEND, learning difficulties and disabilities (LLD), high-needs/EHCP learners, and those requiring Exam Access Arrangements (EAA). The role supports high-quality, inclusive education and strong learner outcomes by planning, managing, and assuring the delivery of support for study programmes, including English and maths, and by deploying ALS resources to meet diverse learner needs.

Reporting to the Assistant Principal, the postholder works with within agreed frameworks and collaborates with curriculum leaders, quality specialists, learner services, and external partners to plan provision, improve performance, and secure funding for support. This role directly impacts learner attendance, retention, achievement, progression, and the effective use of ALS funding to remove barriers to learning.

The Head of ALS ensures learning support contributes fully to the college’s inclusion strategy, quality improvement, learner experience, and funding compliance, while driving innovation in inclusive support delivery.

Main Duties and Responsibilities

Curriculum and ALS Planning

1. Provide operational leadership for ALS and SEND provision, ensuring delivery models, staffing structures, and operational processes comply fully with the SEND Code of Practice, Ofsted expectations, FE funding requirements, and Local Authority processes so that learners receive consistent, high-quality support.

2. Lead the implementation of the college's ALS strategy, using performance data, audit outcomes, and stakeholder feedback to shape provision that strengthens learner independence, progression outcomes, and the effective deployment of support resources.

3. Oversee the management and compliance of High Needs (Element 2 and 3) funding, ensuring accurate assessment of need, timely submission of documentation, and rigorous monitoring of support hours to maintain funding integrity and meet Local Authority expectations.

4. Ensure full compliance with statutory and regulatory SEND processes, including high-quality EHCP reviews, accurate exam access arrangements in line with JCQ requirements, and coordinated tracking systems that evidence support decisions and their impact on learner progress.

5. Maintain robust systems for data accuracy, audit readiness, and evidence management, overseeing regular internal checks, ensuring documentation meets funding and inspection standards, and using data insights to drive continuous improvement in ALS and SEND provision.

Leadership and Management of Colleagues

Line-manage ALS Managers (Curriculum and EHCP/Funding), the Exam Access Arrangement Leads, assessment colleagues, and Learning Support Workers, setting clear objectives, monitoring performance, holding structured one-to-ones and team meetings, and ensuring all colleagues contribute to a consistent, high-quality learner support offer.

1. Lead workforce planning for ALS provision, including recruitment, induction, probation, and deployment of specialist support staff, following HR procedures and ensuring colleagues understand expectations for compliance, safeguarding, adaptive support, and professional conduct.

2. Coordinate performance management processes across the ALS team, conducting reviews, observations, and casework discussions using established frameworks, providing developmental feedback, identifying strengths and risks, and escalating concerns where necessary to maintain high standards.

3. Plan and oversee professional development for all ALS and support colleagues, identifying training needs in areas such as trauma-informed practice, inclusive communication, assistive technology, and adaptive support strategies, and monitoring the impact of CPD on classroom practice and learner outcomes.
4. Lead and manage day-to-day operational deployment of the ALS workforce, including timetabling, cover arrangements, and responsive allocation of Learning Support Workers and assessment staff, ensuring that support is delivered effectively, efficiently, and with minimal disruption to learners.

Curriculum, Teaching, Learning and Assessment Quality

1. Work collaboratively with curriculum leaders to embed inclusive teaching, adaptive approaches, and SEND-responsive planning across all departments, ensuring staff use strategies that enable learners with additional needs to access, participate in, and progress through their programmes effectively.

2. Oversee the development, implementation, and ongoing monitoring of Individual Support Plans (ISPs), ensuring that identified support aligns with curriculum requirements, is informed by assessments and EHCP outcomes, and is reviewed regularly to track impact on learner engagement and progress.

3. Coordinate a programme of lesson observations, learning walks, and reviews of support practice, using established quality assurance frameworks to evaluate the effectiveness of ALS in the classroom and to identify strengths, risks, and priorities for improvement.

4. Analyse data on retention, achievement, attendance, and learner progress for SEND and EHCP cohorts, identifying patterns and risks, and preparing clear, data-driven reports for senior leadership that inform strategic planning and quality improvement activity across departments.

5. Drive continuous improvements in learner independence, engagement, and overall experience, working with teaching teams, ALS colleagues, and quality leads to refine support models, remove barriers to learning, and ensure that learners develop the skills and confidence needed for progression.

Learner Experience, Behaviour and Support

1. Work with curriculum, pastoral, and ALS colleagues to remove barriers to learning for SEND and EHCP learners, ensuring that planned support, adaptive teaching approaches, and specialist interventions are well-coordinated and improve attendance, engagement, and independence.

2. Oversee arrangements for induction, transition, and ongoing learner support, ensuring that learners understand their EHCP outcomes, Individual Support Plans (ISPs), exam access arrangements, and available pastoral and curriculum support, and that provision promotes academic progress and personal development.

3. Coordinate with safeguarding, student services, and support teams to ensure learners with ALS or EHCP needs can access wider college opportunities—including enrichment, wellbeing support, counselling, careers information, supported internships, and external services—removing practical barriers to participation.

4. Respond to concerns, complaints, and complex learner issues relating to ALS, SEND, or EHCP provision, following agreed procedures, recording outcomes, identifying recurring themes, and working with teams to address root causes and improve practice.

5. Promote and act upon learner voice activity, including focus groups, annual reviews, and cross-college consultations, ensuring that feedback from SEND and ALS learners directly informs self-assessment, improvement planning, and service development.

6. Monitor transitions into, through, and out of college, including school-to-college transition, internal programme moves, and progression into supported internships, employment, further study, or adult provision, ensuring processes are timely, well-planned, and responsive to individual needs.

ALS Funding, Resource and Data Management

1. Oversee systems for accurate tracking and recording of funded ALS activity, including Element 2 hours, Element 3/High Needs provision, 16–18 and 19+ ALS allocations, adult ALS support, and Exam Access Arrangement (EAA) evidence, ensuring records are complete, auditable, and up-to-date.

2. Manage budgets for ALS delivery, including staffing, assistive technologies, specialist equipment, and reasonable adjustments, ensuring expenditure aligns with allocations, maximises value for money, and supports high-quality, sustainable provision.

3. Work with MIS and Finance teams to maintain accurate claims, forecasts, and audit readiness, ensuring that data relating to High Needs funding, support hours, EAA adjustments, and delivered interventions meets regulatory, Local Authority, JCQ, and internal audit requirements.

4. Produce detailed monthly reporting for senior leaders, analysing funding utilisation, delivery performance, risks, and progress against strategic targets, and recommending actions that strengthen financial sustainability and learner outcomes.

5. Ensure accurate and timely recording of learner assessments, support plans, timetables, and delivered sessions, maintaining the integrity of all ALS and SEND records on approved systems to support inspection, compliance, and performance monitoring.

6. Oversee the use of learning environments, assistive technologies, and specialist equipment, coordinating with estates and IT teams to ensure spaces and resources are safe, accessible, and aligned to the needs of SEND learners and ALS delivery

Compliance, Safeguarding and Quality Improvement

1. Provide operational oversight of all EHCP annual reviews and Local Authority consultations, ensuring they are planned, scheduled, and delivered to high standards,

meeting statutory deadlines and reflecting learner voice, curriculum engagement, and accurate assessment of needs.

2. Ensure ALS managers and teams produce timely, high-quality reports for Local Authorities, checking that submissions align with evidence, professional recommendations, and planned curriculum pathways, and that decision-making supports continuity of funding and support.

3. Maintain strong, professional relationships with Local Authority SEND teams, ensuring effective communication around placements, funding, transitions, and reviews, and advocating for learners where decisions impact progression, access, or support.

4. Lead college-wide accountability for compliance with JCQ regulations, ensuring systems, evidence collection, and EAA implementation reflect learners' normal way of working, and that colleagues are fully trained and prepared for inspections.

5. Ensure safeguarding, Prevent, and health and safety compliance within ALS and supported learning areas, ensuring colleagues follow procedures, maintain accurate risk assessments, and escalate concerns appropriately to safeguarding leads.

6. Lead preparation for inspections, reviews, and audits, including Ofsted, Local Authority monitoring, JCQ inspections, and internal reviews, coordinating evidence collection, self-assessment, and action plans that demonstrate high standards of provision.

7. Review and update ALS and SEND-related procedures, handbooks, and guidance annually, ensuring alignment with college-wide policies, NCG requirements, national regulations, and sector developments, and communicating changes clearly to colleagues.

8. Use performance, funding, curriculum, and learner outcome data to inform quality improvement, identifying strengths, risks, and areas for development, and leading the implementation of targeted improvements in teaching, support, and curriculum engagement.

External Relationships and Representation

1. Represent the college at external meetings and panels, including Local Authority reviews, SEND networks, regional inclusion forums, partnership boards, and provider events, ensuring the college is positioned as a strong, learner-centred institution.

2. Maintain effective working relationships with Local Authorities, schools, specialist providers, health professionals, and community agencies, supporting effective referrals, transitions, assessments, and collaborative planning for learners with EHCPs and other additional needs.

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4. Promote the college's supported learning and ALS offer, contributing to open events, marketing materials, parent/carer information sessions, and external communications, ensuring that information is accessible, accurate, and aligned with curriculum and admissions processes.

5. Contribute to cross-college committees, working groups, and quality boards, sharing expertise on inclusion, accessible learning, SEND strategy, and ALS practice to advance college-wide improvement and consistent learner experience.

6. Gather and share intelligence on national policy changes, sector developments, Local Authority processes, and emerging good practice, ensuring the college remains proactive and responsive in shaping its ALS, SEND, and EHCP provision.

Standard Responsibilities for all roles in NCG:

1. Participate in colleague review and performance management processes, identifying and addressing training needs for self and others, depending on role.
2. Ensure the health and safety of self and others by adhering to health and safety policies.
3. Promote and integrate equal opportunities throughout all activities.
4. Undertake additional tasks and responsibilities appropriate to this level of post.
5. Comply with all NCG policies and procedures, including those of the relevant NCG College or Professional Services.

Education		Assessment
Essential	**1.** Degree/relevant professional qualification at level 6 or equivalent	Application
Essential	**2.** Evidence of continuing professional development relevant to further education, supported learning, SEND, inclusion, or Additional Learning Support (ALS).	Application/Interview
Desirable	**3.** Teaching qualification at level 5 or higher (PGCE, CertEd, QTLS, QTS or equivalent)	Application
Desirable	**4.** Postgraduate qualification at Level 7 in a relevant subject (e.g. Master's degree or equivalent).	Application
Desirable	**5.** Leadership or management qualification at Level 7 or equivalent.	Application
Desirable	**6.** SEND specialist qualification (e.g. Level 7 specialist teacher/assessor or equivalent).	Application
Desirable	**7.** Exam Access Arrangements (EAA) assessor qualification (e.g. Level 7).	Application

Knowledge		Assessment
Essential	**8.** Knowledge of the function, purpose, and policy environment of Further Education, including how these apply to supported learning, ALS, SEND provision, and high-needs learners.	Application/Interview
Essential	**9.** Knowledge of curriculum design and delivery for supported learning, including Study Programmes, English and maths requirements, and success rate methodologies.	Application/Interview
Essential	**10.** Knowledge of inspection and quality frameworks for further and higher education, including how ALS, SEND, and supported learning contribute to overall judgements.	Application/Interview
Essential	**11.** Knowledge of the support needs of learners with a wide range of SEND within the FE sector, including how needs can be met through adaptive teaching, ALS, specialist interventions, assistive technology, and wider support services.	Application/Interview
Essential	**12.** Knowledge of ALS, high-needs, and FE SEND funding mechanisms (Element 2, Element 3, 16–18, 19+, and adult ALS)	Application/Interview

	and how to apply them effectively to plan, resource, and evidence high-quality support.	
Essential	**13.** Knowledge of the SEND Code of Practice and statutory requirements relating to EHCPs, annual reviews, transitions, Local Authority liaison, and high-needs funding.	Application/Interview
Essential	**14.** Knowledge of equality, diversity, and inclusion principles and their practical application in FE, including inclusive curriculum design, accessibility, reasonable adjustments, and trauma-informed practice.	Application/Interview
Essential	**15.** Knowledge of FE audit, compliance, and funding assurance processes, including accuracy of evidence, data integrity, and readiness for inspection.	Application/Interview
Essential	**16.** Knowledge of inclusive pedagogy, adaptive teaching approaches, and the effective use of assistive and digital technologies to remove learning barriers.	Application/Interview
Desirable	**17.** Knowledge of digital accessibility standards and inclusive technology tools.	Interview
Desirable	**18.** Knowledge of progression pathways for SEND learners, including routes into supported internships, employment, adult provision, and HE.	Interview

Skills		**Assessment**
Essential	**19.** Ability to provide inspiring, learner-centred leadership that motivates curriculum, ALS, and SEND colleagues to deliver high standards of teaching, learning, and support.	Application/Interview
Essential	**20.** Ability to line-manage and develop staff teams effectively, including workload allocation, performance management, coaching, and constructive feedback.	Application/Interview
Essential	**21.** Ability to communicate clearly and confidently with learners, colleagues, parents/carers, Local Authorities, and external partners about curriculum, support, EHCPs, and performance.	Application/Interview

Essential	**22.** Ability to identify, plan, and implement improvements to ALS/SEND provision, using evidence-based approaches and measurable objectives	Application/Interview
Essential	**23.** Ability to negotiate, influence, and support effective decision-making, including managing differences of view in the best interests of learners.	Application/Interview
Essential	**24.** Ability to work with resilience, professional integrity, and determination, managing competing priorities, deadlines, and periods of change	Interview
Essential	**25.** Ability to use IT systems confidently, including Microsoft 365 applications, MIS systems, and ALS/SEND tracking tools, for planning, monitoring, reporting, and audit compliance	Interview
Essential	**26.** Ability to plan, lead, and deliver complex projects or change initiatives, meeting milestones and evidencing impact on learner outcomes and service quality	Interview
Essential	**27.** Ability to analyse performance, funding, and quality data—including High Needs allocations, support utilisation, and KPIs—and present findings to senior leaders in clear, accessible formats.	Interview
Essential	**28.** Ability to ensure compliance across EHCP processes, LA liaison, EAA/JCQ standards, ALS funding rules, and internal audit requirements.	Interview
Essential	**29.** Ability to influence cross-college practice and lead college-wide improvements in inclusion, ALS delivery, and SEND quality	Interview
Desirable	**30.** Competence with assistive technologies and accessibility tools used to support SEND learners.	Interview
Desirable	**31.** Confidence representing the college at external meetings, panels, and partnership networks.	Interview

Experience		Assessment
Essential	**32.** Experience of successfully managing or leading ALS, SEND, or supported learning provision within FE, including improving learner outcomes and service quality.	Application/Interview
Essential	**33.** Experience of working directly with young people or adults with a range of support needs to improve attendance, retention, achievement, engagement, and progression.	Application/Interview
Essential	**34.** Experience of planning and managing ALS and High Needs funding in an FE context, including accurate assessment of need, allocation of support, and evidencing delivery for audit.	Application/Interview
Essential	**35.** Experience of managing EHCP processes, conducting or overseeing annual reviews, and liaising effectively with Local Authorities.	Application/Interview
Essential	**36.** Experience of coordinating or overseeing Exam Access Arrangements and ensuring compliance with JCQ regulations.	Application/Interview
Essential	**37.** Experience of using MIS, learner record systems, and digital tools to monitor performance indicators, meet funding requirements, and inform planning.	Application/Interview
Essential	**38.** Experience of managing and developing staff teams, including recruitment, induction, and ongoing CPD.	Application/Interview
Essential	**39.** Experience of implementing inclusive curriculum approaches and contributing to quality assurance or improvement processes.	Application/Interview
Desirable	**40.** Experience working with external agencies, specialist providers, schools, or health/social care teams.	Application/Interview
Desirable	**41.** Experience of LLD provision and/or 19+ ALS delivery, including transitions and progression planning.	Application/Interview

Attributes		Assessment
Essential	**42.** Committed to safeguarding and promoting the welfare of children, young people, and adults at risk, in line with NCG values and statutory requirements	Interview

Essential	**43.** Committed to ongoing professional development relevant to the role, SEND, Inclusion and ALS.	Interview
Essential	**44.** Adheres to NCG policies, procedures, and organisational standards.	Interview
Essential	**45.** Committed to promoting equality, diversity, and inclusion and creating an accessible, person-centred learning environment for all learners.	Interview
Essential	**46.** Demonstrates a collaborative, relationship-focused, and solution-oriented approach, building positive working relationships across curriculum, support, and external partners.	Interview
Essential	**47.** Demonstrates a trauma-informed and empathetic leadership approach that prioritises learner wellbeing and staff sustainability.	Interview
Essential	**48.** Demonstrates resilience, professionalism, and high integrity in challenging situations.	Interview
Essential	**49.** Committed to continuous improvement and evidence-informed practice.	Interview

Additional Requirements:

Obtain a satisfactory Enhanced Disclosure and Barring Service (DBS) clearance (Child workforce), including a children's barred list check for roles involving regulated activity.