



HM Prison & Probation Service

Job Description (JD)

Band 6

Group Profile – Activities Unit Manager (AUM)

Job Description – AUM : Neurodiversity Support Manager

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Job Description

Job Title	AUM : Neurodiversity Support Manager
Group Profile	Activities Unit Manager
Organisation Level	First Line Management
Band	6

Overview of the job	This is a Management job in an establishment.
Summary	<p>The post holder will be responsible for leading on supporting prisoners with needs arising from neurodivergence.</p> <p>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. 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.</p> <p>The post holder will provide support and guidance to ensure that all staff and stakeholders share the same vision and ethos of neurodiversity.</p> <p>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.</p> <p>This is a non-rotational, non-operational job with no line management responsibilities.</p>
Responsibilities, Activities and Duties	<p>The job holder will be required to carry out the following responsibilities, activities and duties:</p> <ul style="list-style-type: none"> • 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. • 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) 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 of data on neurodiversity 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.

	<ul style="list-style-type: none"> 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. 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 neurodivergent 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. <p>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. Significant adjustments may require re-examination under the Job Evaluation Scheme and shall be discussed in the first instance with the job holder.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English or (where specified in Wales) Welsh.</p>
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Behaviours	<ul style="list-style-type: none"> Changing and Improving Working Together Managing a Quality Service
Strengths	It is advised strengths are chosen locally, recommended 4-8.
Essential Experience	<p>This is a specialist, non-operational role thus it is desirable for the candidate to have the following experience:</p> <ul style="list-style-type: none"> 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.
Technical requirements	<p>Essential Qualifications:</p> <ul style="list-style-type: none"> 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 Neurodivergent learners in a custodial setting. <p>Desirable Qualifications:</p> <ul style="list-style-type: none"> 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.

Ability	<ul style="list-style-type: none"> • Strong written and excellent verbal and non-verbal communication skills. • Knowledge and use of the Microsoft suite of packages particularly Word, Excel, Project and PowerPoint.
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Minimum Eligibility	<p><i>Please do not alter this box</i></p> <ul style="list-style-type: none"> • All candidates are subject to security and identity checks prior to taking up post. • All external candidates are subject to 6 months' probation. Internal candidates are subject to probation if they have not already served a probationary period within HMPPS. • All staff are required to declare whether they are a member of a group or organisation which HMPPS consider to be racist.
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Hours of Work (Unsocial Hours) Allowances	<p><i>Leave Blank</i></p> <p>To be used by the JES Team only</p>
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Success Profile

Behaviours	Strengths It is advised strengths are chosen locally, recommended 4-8	Ability	Experience	Technical
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Changing and Improving		Strong written and excellent verbal and non-verbal communication skills.	Experience of operating in a specialist neurodiversity role.	Essential Qualifications: PGCE, Cert Ed or Level 5 in Education and Training.
Working Together		Knowledge and use of the Microsoft suite of packages particularly Word, Excel, Project and PowerPoint.	Experience of working within the Special Educational Needs / Additional Learning Needs and Disabilities field.	Level 4 Certificate in Supporting the learning of learners with Special Educational Needs and Disability (SEND)/ Additional Learning Needs (ALN).
Managing a Quality Service			Detailed knowledge of OFSTED/Estyn's EIF (Education Inspection Framework) and further education and skills criteria.	Alternatively, Extensive relevant work experience of working with Neurodivergent learners in a custodial setting.
			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.	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.
			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.	