

# SEND Funding Manager



**We are Humber Education Trust.**





## We are Humber Education Trust.



Humber Education Trust's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Humber Education Trust is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored schools who may join us, to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools).

We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

### Humber Education Trust is committed to:

- Always put the needs of children first
- Celebrate what joins us and also what makes our schools unique
- Embrace links with other education providers as we seek the best outcomes for children
- Have high aspirations for everyone in the school community
- Personalise the support offered to pupils, staff members and schools alike
- Believe in system leadership
- Being passionate educators of everyone in the school community
- Welcome challenge as this promotes positive change
- Achieve the best outcomes for every individual
- Being relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



**Rachel Wilkes**  
*Chief Executive Officer*

Humber Education Trust



## We are Humber Education Trust.

### Trust Support Team

Our SEND Funding Manager is a new role working with our Trust leadership and business support teams as we support our family of schools.

The Trust has flourished from our original 11 schools in 2017 to our now 17; moving to include a new build Free School with construction set to begin in 2026.

Our SEND Funding Manager is pivotal to our Central Team. Reporting to the Chief Finance & Operations Officer and Strategic SEND Improvement Lead, they will oversee a caseload of EHC plans for SEND pupils across the Trust ensuring funding matches the child's needs and provision.

By working closely with our schools and local authorities, the SEND Funding Manager will provide support and technical guidance in relation to SEND, ensuring that formal and informal enhanced provisions for pupils with SEND are financially viable.

The successful postholder will join us at an exciting time and will have the opportunity to provide ongoing support with the growth of the Trust. Our children deserve the very best in education and this role supports our Trust in ensuring this vision is achieved.

Compliance is paramount to us. As such, this role is one of several roles developed within our Central Team to support this and help to ensure all schools are working consistently, in line with statutory expectations.

### SEND Funding Manager

**Grade & Scale point:** Grade 7, Scp 20 - 24  
**Salary:** £31,586 - £34,314  
 £16.37 - £17.79/hr  
**Hours of work:** 37hrs/wk (Flexible)  
**Contract:** Permanent, all year round  
**Start date:** 1 September 2025

Are you an enthusiastic person who demonstrates attention to detail in all aspects of their work?

Our Central Team require an experienced SEND Funding Manager who is able to form and maintain professional relationships with stakeholders. This is a pivotal role to ensure children, young people with SEND and their families are at the centre of all processes relating to the work of SEND teams in schools and the LA.

You will have strong experience in managing SEND cases and EHCP's or working in a similar role in the education sector. The right candidate must have experience of managing multiple activities and working to deadlines for different managers simultaneously.

The successful candidate will have:

- Level 4 qualification in Administration/ Business/ or related field
- GCSE 5 x A\* - C or equivalent including Maths & English
- Knowledge of SEND legislation
- A confident and approachable manner using tact, diplomacy and sensitivity
- Experience of managing conflicting priorities and balancing the needs of different stakeholder groups

For an informal discussion regarding the post and to arrange a visit to our Trust, please contact Nina Siddle, Chief Finance & Operations Officer, or Rachel Wilkes, Chief Executive Officer, at Humber Education Trust on 01482 755674.





Further information about the Trust can be found on our website [www.humbereducationtrust.co.uk](http://www.humbereducationtrust.co.uk)

## HOW TO APPLY:

Please visit our [Eteach careers page](#) to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

## Closing date for completed applications:

8am, Monday 7 July 2025

**Interview date:** w/c 14 July 2025

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks.

As part of Humber Education Trust's recruitment processes, in accordance with statutory Keeping Children Safe in Education guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the KCSiE, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach.

Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

If you believe you are the right person for our role then we would love to hear from you.



**Rachel Wilkes**  
*Chief Executive Officer*

Humber Education Trust



**JOB TITLE:** SEND Funding Manager      **GRADE:** Grade 7  
**EVALUATION DATE:** 16 June 2025      **JE NUMBER:** HET97

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). To assist in ensuring equal access to services and employment opportunities for everyone in the central team and promotes HET's Equal Opportunities in Employment Policy.

**PURPOSE:** To oversee a caseload of EHC plans for SEND pupils across the Trust, managing the funding and ensuring this matches the provision needed for pupils with complex SEND needs.

## PRINCIPAL ACCOUNTABILITIES:

To promote and safeguard the welfare of children and young people, reporting any cause for concern to the designated person.

To oversee and manage the EHC plans for specific pupils ensuring funding matches child's needs and provision.

To ensure children, young people with SEND and their families are at the centre of all processes relating to the work of SEND teams in schools and the LA.

## Co-ordination & Compliance

- |    |   |
|----|---|
| 1. | To oversee the development of Education, Health & Care Plans for students with special educational needs and disabilities (SEND), ensuring that they clearly define pupil needs and the provision required to meet those needs. |
|    | To ensure that EHCPs / Annual Reviews for pupils requiring bespoke provision are written effectively to support the request for bespoke funding from the LA.  |
|    | To support schools in ensuring that EHCPs / Annual Reviews comply with statutory requirements and timescales and are updated to reflect students' changing needs.   |
|    | To attend local authority commissioning meetings, ensuring that funding received is in line with agreed EHCP provisions.  |
|    | To ensure that the EHCP / Annual Review process in schools follows the legal guidelines outlined in the Children and Families Act 2014 and the SEND Code of Practice.   |
|    | To keep comprehensive records of EHCP funding allocations, including those requested, approved and pending from local authorities.  |
|    | To provide support and technical guidance to stakeholders in relation to SEND.  |

	To ensure that formal and informal enhanced provisions for pupils with SEND are financially viable.
<b>Collaboration &amp; Communication</b>	
2.	To manage communications with external agencies, parents and schools, ensuring timely and accurate information exchange.
	To work closely with schools and local authorities to co-ordinate support and resources for students with EHCPs.
	To advocate for the needs of students with EHCPs, ensuring that they receive appropriate support and resources.
	To provide advice and support to schools on the EHCP / Annual Review process, helping them to understand their responsibilities.
	To attend multi-agency meetings in support of schools and the Trust eg. Rest Panel.
	To support schools with consultation responses and the allocations process.
	To support schools in the preparation of the statement of case in response to appeals to the SEN and Disability Tribunal.
<b>Administration</b>	
3.	To maintain accurate and up-to-date records for students with SEND, including paper-based and computerised systems.
	To input and manage data on databases and monitoring systems, ensuring compliance with data protection policies
	To provide specialised administrative casework support for the statutory and non-statutory processes of an EHCP.
<b>Development &amp; Skills</b>	
4.	To keep up to date with all developments in the area of SEND.
	To participate in continued professional development and appraisal arrangements.
	To support the development of improvements to current working methods to contribute to ongoing improvements.
<b>General Responsibilities:</b>	
5.	To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
	To be aware of, support and ensure equal opportunities for all.

	To contribute to the overall ethos, work and aims of the Trust.
	To establish constructive relationships and communicate with other agencies and professionals.
	To attend and participate in regular meetings as required.
	To participate in training and other learning activities and performance development as required.
	To recognise own strengths and areas of expertise and use these to advise and support others.
	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the central team, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Health and Safety policy adopted by the central team.
<b>GENERAL:</b>  The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places of the Trust.	

DIMENSIONS:	
<b>1. Responsibility for Staff:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>2. Responsibility for Customers/Clients:</b>	<ul style="list-style-type: none"> <li>• Dealing with complex enquiries and providing service related information.</li> <li>• Providing advice and guidance on policy and procedure enabling the recipients to make informed choices.</li> <li>• Have the ability to independently travel to all Trust schools, as required but not routinely.</li> </ul>
<b>3. Responsibility for Budgets:</b>	<ul style="list-style-type: none"> <li>• The post holder monitors the delegated departmental budgets and ensures all expenditure is kept within budgetary limits.</li> </ul>
<b>4. Responsibility for Physical Resources:</b>	<ul style="list-style-type: none"> <li>• For the upkeep and accuracy of the central team's information management systems.</li> </ul>

## WORKING RELATIONSHIPS:

### 1. Within Service Area/Section:

Teaching and non-teaching staff – health & safety, resources.

### 2. With Any Other Central Team Areas

Central team network – advisory and support.

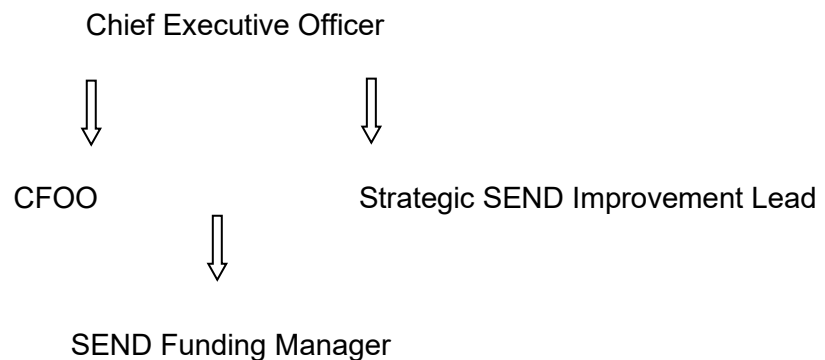
School & families – advisory and support.

### 3. With External Bodies to the Central team

Central team network – advisory and support.

Local authorities – liaison, advice and support

## ORGANISATION CHART:





	Not applicable	Low	Moderate	High	Very High	Intense
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).	✓					
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓				
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.		✓				

PERSON SPECIFICATION			
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.		Essential	Desirable
*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		How identified	
1.	<b>Qualifications:</b>		
	GCSE 5 x A*-C or equivalent including Maths & English	✓	AF, CQ
	Level 4 qualification in Administration / Business / or related field	✓	AF, CQ
	Other relevant qualification (SEND)		✓ AF, CQ
	Commitment to on-going professional development	✓	AF, I
2.	<b>Relevant Experience:</b>		
	Experience of managing multiple activities and working to deadlines for different managers simultaneously	✓	AF, I
	Experience of managing conflicting priorities and balancing the needs of different stakeholder groups	✓	AF, I
	Experience of Office365 and other cloud-based platforms	✓	AF, I
	Experience of working successfully as part of a team	✓	AF, I
	Experience of managing SEND cases and EHCPs or working in a similar role in the education sector	✓	AF, I
	Experience of working with electronic databases/systems		✓ AF, I
	Experience of working with stakeholders and partners external to an organisation		✓ AF, I
	Experience of managing budgets and tracking funding / revenue from external sources		✓ AF, I
	Experience of working within a legal or regulatory context or framework		✓ AF, I
3.	<b>Skills (including thinking challenge/mental demands):</b>		
	Motivated to work in the education sector for the benefit of children and young people	✓	AF, I
	Able to form and maintain appropriate relationships with all stakeholders	✓	AF, I
	Demonstrates attention to detail in all aspects of work	✓	AF, I

PERSON SPECIFICATION			
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	Excellent written and verbal communication skills	✓	AF, I
	Able to manage time sensitive and confidential information, including accurate minuting of meetings	✓	AF, I
	Able to manage the expectations of differing stakeholder groups: schools, families, local authorities	✓	AF, I
	Able to use ICT skills to analyse data	✓	AF, I
	Able to work using own initiative and to manage time and competing priorities	✓	AF, I
	Able to demonstrate a confident and approachable manner using tact, diplomacy and sensitivity	✓	I
4.	<b>Knowledge:</b>		
	Knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓	AF, I
	Knowledge of SEND legislation incl.: SEN Code of Practice 2015, the Children & Families Act 2014, SEND regulations, The Education Act 1996 and 2011, the Education & Skills Act 2008.	✓	AF, I
	Knowledge of the Local Offers for local authorities served by trust schools		✓ AF, I
	Knowledge of child development 0-25 and factors that can impede development	✓	AF, I
5.	<b>Interpersonal/Communication Skills:</b>		
	<b>Verbal Skills</b>		
	Highly developed interpersonal skills	✓	AF, I
	Excellent communication and leadership skills	✓	AF, I
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	✓	AF, I



PERSON SPECIFICATION				
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.		Essential	Desirable	How identified
*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation				
	The post holder is required to use basic courtesy, tact, clear articulation, influencing skills, negotiating and training skills, showing confidentiality and a skill to diffuse difficult situations when they arise	✓		I
	Written Skills			
	Excellent written skills, showing sensitivity and tact to all ranges of audiences	✓		AF
	Able to produce a range of reports for the Leadership team and Trustees for day to day and long-term decision making	✓		AF, I
The requirements listed below are not considered during the job evaluation process but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	✓		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF (after short listing)

## Notes:

This job description may be amended at any time in consultation with the postholder.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_

Headteacher

I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
<b>Qualifications</b>	Qualified Teacher or ECT Graduate	Evidence of continuous professional development	A
		Willingness to undertake further professional development	I
<b>Experience and Knowledge</b>	Have a secure knowledge of specialist curriculum areas	Knowledge of core teaching standards & practical application	R, I
	Successful teaching experience		R, I
<b>Vision and Values</b>	Commitment to deliver the very best educational experience for all children and young people.	Willingness to make a positive contribution to wider life in school	A, I
	Commitment to safeguarding and protecting children and young people		R, I
<b>Skills</b>	Ability to deliver well planned and stimulating lessons across the curriculum and ability range		A, R, I
	Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice		A, R, I
	High expectations of pupils to do their very best, make significant progress & become independent learners		R, I
	Well organised and good communication skills		A, I
	Ability to establish sound professional relationships with children, colleagues, parents and community		R, I
	Ability to analyse data effectively and use data to set clear, challenging targets		R, I, A
<b>Equality</b>	Commitment to inclusion and diversity		A, R, I
			A, I

## We value our employees



The following **benefits** are available to employees within our academies:

### Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay

### Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

### Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 Confidential counselling service
- Integrated GP service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platform
- 20% Discounted Gym Membership - Hull City Council Leisure & East Riding Leisure



### Professional Development

- Continuous Professional Development for All Staff
- Access to Middle and Senior Leadership Courses
- Supportive staff, committed to improvement, who will work with you to achieve your goals

*The opportunity to make a real difference to the lives of our students*