

## Grading

# Job Description and Employee Specification

<b><u>Job title:</u></b> Senior EHCP Coordinator	<b><u>Service area:</u></b> Children and Families
<b><u>Post number:</u></b>	<b><u>Division:</u></b> Education
<b><u>Grade:</u></b> 8	<b><u>Section/team:</u></b> SEND.
<b><u>Overall purpose of job:</u></b>  <p>To manage the assessment and review process for children and young people with SEND, and act as 'named officer' to support and advise parents/carers, providers and agencies regarding the Education, Health, and Care (EHC) needs assessment process.</p> <p>To provide supervision and support in delegated decision making for Education, Health, and Care Plan Coordinators.</p>	
<p>Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>	
<b><u>Main responsibilities:</u></b>  <ol style="list-style-type: none"> <li>1. Manage a defined caseload and determine work priorities for a range of children and young people in a variety of education settings, as specified by senior officers, initiating follow-up action as necessary, providing support and challenge as appropriate.</li> <li>2. Provide professional support and supervision of Education Health and Care Plan Coordinators.</li> <li>3. Manage the Quality Assurance process of reviewing Annual Reviews and monitor achievement of outcomes in relation to EHC Plans.</li> <li>4. Lead on case audit and case discussion in order to identify learning that may further develop the role of the team.</li> <li>5. Lead on supporting schools in the development of Person-Centred Reviews.</li> <li>6. Lead on the audit of education provision and provide support and challenge to education and training providers if provision is not meeting the needs of this group of learners.</li> <li>7. Write EHC plans and similar documents, ensuring the EHC plan clearly details the child/young person's needs, is outcome focussed and details the special education provision required for each area of need.</li> <li>8. Attend Annual Reviews of EHC Plans to support and advise schools on the SEND process.</li> </ol>	

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9. Provide information, advice and guidance to the child/young person and family on SEND procedures, assessments and provision, personal budget options for EHC Plans.
10. Monitor/review personal budgets where allocated to EHC Plans.
11. Ensure assessments, provision and documentation adheres to the statutory processes under the Education Act 1996, Children and Families Act 2014, and SEN Code of Practice 2014. Ensure that the directorate's statutory responsibilities and duties are delivered, and targets met.
12. Ensure the smooth transition of young people with complex needs through health and social care systems and attend multi-disciplinary and multi-agency forums, promoting effective cross agency working practices and recognising diversity.
13. Provide information and prepare reports for management, working groups, senior officers, and other agencies.
14. Provide information for weekly special needs panels and take appropriate follow up action.
15. Under instruction from the Senior Education Inclusion Officers to track and follow up young people to reduce the number who are NEET and not known.

### **Knowledge, skills and experience:**

- A professional qualification, preferably within the fields of education, health or care or relevant professional experience.
- A substantial proven ability in an Education/Health Care Service role or similar role supporting vulnerable children and young people with SEND.
- Extensive working knowledge, adherence to and application of SEND legislation including the Education Act (1996), the Children and Families Act 2014, SEND Code of Practice 0-25 and Care Act 2014
- Significant experience of working with families, children, and young people with complex SEND.
- Able to complete the awareness level of safeguarding training before any direct contact or work with children and work towards the masterclass within 6 months of employment.
- Excellent communication and interpersonal skills, including negotiating, influencing, and challenging, and the ability to work in close partnership with children, young people, families, education providers and services.
- Ability to communicate both verbally and in writing; report writing skills and the ability to maintain accurate records.
- Ability to analyse and interpret complex information from a range of sources.
- Skills to use own initiative and work to tight deadlines, managing conflicting priorities.
- An ability to manage own caseload and make autonomous decisions within appropriate delegated responsibility.
- Ability to provide professional and case supervision.
- Ability to lead or chair a range of meetings.
- Excellent organisational and prioritisation skills.
- Ability to work on own initiative and as part of a team.
- Report writing skills.

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- Ability to effectively use information technology including the use of Microsoft Office.
- Ability to deal with a wide range of SEND related issues, of varying complexity, with sensitivity, tact, and diplomacy.
- Experience of Quality Assurance frameworks and how they work in practice.
- Ability to coordinate person centred planning approaches in an education context.
- Knowledge and experience of supporting schools/colleges/other settings to implement the SEND Code of Practice 2015.
- Ability to report on complaints, alerts, and referrals regarding safeguarding.
- Ability to identify funding for education and training places and re-engagement provision.

### **Creativity and innovation:**

- Creative and innovative approaches in finding solutions to complex SEND related issues.
- Creative and innovative approaches to meeting outcomes via personal budgets.
- Develop creative ways to engage with children and young people with complex needs through person centred planning.
- Applies creativity to the writing of robust, person centred, EHC Plans.
- Development and use of Quality Assurance framework for SEND processes.

### **Contacts and relationships:**

- Daily contact with children, young people, parent/carers in relation to EHC needs assessments. Inform young person/parent of decisions made in relation to assessment, explaining decisions that can be complex highly contentious and sensitive.
- Consults with Senior Officers as required in line with delegated decision making (weekly).
- Provides professional and case supervision to Education, Health, and Care plan Coordinators (daily).
- Liaise, consult, and challenge schools, colleges and training providers in relation to EHC Plans and provision on a daily basis; attendance at annual reviews, interim reviews and other meetings.
- Daily contact with staff at all levels within education placements in relation to SEND processes, decision making and funding.
- Daily support to providers and in house teams regarding SEND process and Assessments.
- Daily liaison with health and care professionals to ensure appropriate information is provided for EHC needs assessments; negotiation and challenge regarding input from support services.
- On a daily basis, work in collaboration with professional services/agencies across education, health, and care to ensure effective implementation of appropriate services and provision.

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- Daily contact with staff in the SEND Team and senior officers regarding both routine and complex matters.
- Monthly contact with external agencies to advise on new processes and way of working in response to local and national developments in SEND.
- Weekly contact with multi agency partners to forge links and to ensure appropriate information is provided for EHC needs assessments.

**Decision making:**

- Decisions, advice, and information provided will impact on the reputation of the council,
- Case worker delegated decision making in relation to outcomes of Annual Reviews – decisions to amend or maintain EHC Plans.
- Makes recommendations to Senior Education Inclusion Officer in relation to ceasing EHC Plans, funding bands, placement provision.
- Makes recommendations to Senior Education Inclusion Officer regarding use and monitoring of personal budgets.
- Make decisions in relation to the outcome of Annual reviews, with supervision from senior officers as appropriate (delegated decision making within agreed parameters).
- Identifies and reports on safeguarding and vulnerable adult issues through appropriate channels.
- Working on own initiative to manage complex caseload to determine work priorities and decisions regarding conflicting deadlines within statutory timescales.
- Evaluate current working practices and suggest recommendations to make changes regarding service practice and provision, in relation to SEND processes.
- Decision making in relation to writing EHC Plans – content of plans, relevance of information provided from assessments.

**Responsibility for resources:****Financial resources:**

None

**Physical resources:**

Mobile phone and iPad/computer with a value of £450 working away from office base in excess of 50% of contracted hours.

**WORK ENVIRONMENT****Work demands:**

- Volumes of work are consistently high with numerous deadlines.

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- Subject to regular interruption via telephone calls/e mails/urgent meetings, requiring post holder to review programme of tasks frequently.
- Post holder must be able to manage a range of conflicting priorities, whilst ensuring statutory deadlines are met.
- Conflicting demands, requirements, and expectations from different areas of the service may affect available resources and achievable solutions.
- Post demands high level of commitment and flexibility to achieve required outcomes.

**Physical demands:**

Normal physical demands arising from an office-based environment.

**Working conditions:**

- Open plan office based.
- Will be required to frequently visit schools/other education settings, and other council buildings.

**Work context:**

The postholder will be engaged in difficult and challenging meetings with schools and parents/carers when discussing cases involving children and young people.

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**Position in organisation:**

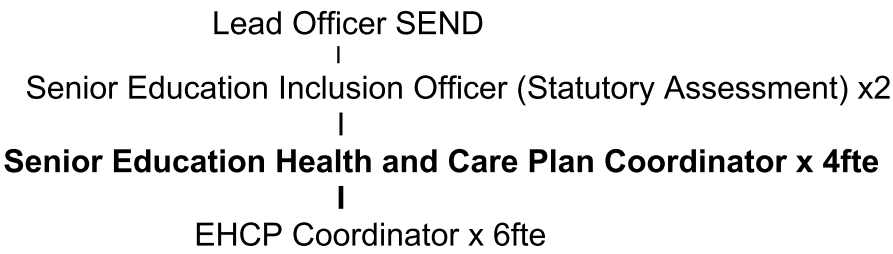
Indicate how many staff the post is directly accountable for: 

6

Are posts in more than one location? No  
Is this at the same site? Are the posts managed highly mobile? No

Is the supervision/management shared with another post in the structure?  
Yes

Please indicate which post(s)  
Postholders will line manage up to 2 staff each, having casework management responsibility for all EHCP  
Coordinators\_\_\_\_\_



Job Description Version Control	
Date evaluated	
Date updated	10/04/24
Updated by (manager name)	Sheena Byron
Checked by (HR name)	

ESSENTIAL CRITERIA	ASSESSED THROUGH:
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Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none"> <li>• Extensive working knowledge, adherence to and application of SEND legislation including the Education Act (1996), the Children and Families Act 2014, SEND Code of Practice 0-25 and Care Act 2014.</li> <li>• Substantial and proven ability in an education/health or care role or similar role supporting vulnerable children and young people with SEND.</li> <li>• Significant experience of working with families, children and young people with complex SEND.</li> <li>• Knowledge and experience of supporting schools/colleges/other settings to implement the SEND Code of Practice.</li> <li>• Ability to provide professional and case supervision.</li> <li>• Ability to communicate both verbally and in writing; have excellent report writing skills and the ability to maintain accurate records.</li> </ul>	
Knowledge, Skills and Experience	Interview
<ul style="list-style-type: none"> <li>• Experience of Quality Assurance frameworks and how they work in practice.</li> <li>• Ability to coordinate person centred planning approaches in an education context.</li> <li>• Ability to lead or chair a range of meetings.</li> <li>• Ability to effectively use information technology.</li> <li>• Ability to analyse and interpret complex information from a range of sources.</li> <li>• Ability to manage own caseload and make autonomous decisions within appropriate delegated responsibility.</li> <li>• Excellent organisational and prioritisation skills.</li> <li>• Ability to work on own initiative and as part of a team.</li> <li>• Ability to deal with a wide range of SEND related issues of varying complexity, with sensitivity, tact, and diplomacy.</li> <li>• Ability to report on complaints, alerts, and referrals regarding safeguarding.</li> <li>• Ability to identify funding for education and training places and re-engagement provision.</li> <li>• Excellent communication and interpersonal skills including negotiating, influencing, and challenging, and the ability to work in close partnership with children, young people, families, education providers and services.</li> <li>• The ability to use own initiative and work to tight deadlines, managing conflicting priorities.</li> </ul>	

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<b>Education, Training and Qualifications</b>	<b>Original documents</b>
<ul style="list-style-type: none"> <li>A professional qualification, preferably within the fields of education, health or care, or relevant professional experience.</li> <li>Able to complete the awareness level of safeguarding training before any direct contact or work with children and work towards the masterclass within 6 months of employment.</li> </ul>	
<b>Working Arrangements</b>	<b>Interview</b>
<ul style="list-style-type: none"> <li>The postholder will work in an agile manner and be required to frequently visit education settings, other council buildings and family homes.</li> <li>The postholder will hold a valid driver's licence and use of their own car or have the ability to transport themselves around the local area effectively.</li> </ul>	

<b>DESIRABLE CRITERIA</b>	<b>ASSESSED THROUGH:</b>
<b>Knowledge, Skills and Experience</b>	<b>Application form (follow up at interview)</b>
<ul style="list-style-type: none"> <li>Ability to make delegated decisions in relation to outcomes of Annual Reviews – decision to amend or maintain EHC Plans.</li> </ul>	
<b>Knowledge, Skills and Experience</b>	<b>Interview</b>
<ul style="list-style-type: none"> <li>Experience of identifying funding for education and training places and re-engagement.</li> <li>Experience of reporting on complaints, alerts, and referrals regarding Safeguarding.</li> </ul>	
<b>Education, Training and Qualifications</b>	<b>Original documents</b>
<ul style="list-style-type: none"> <li>A specialist qualification in the field of SEND.</li> </ul>	
<b>Working Arrangements</b>	<b>Interview</b>
<ul style="list-style-type: none"> <li></li> </ul>	

#### THE POST IS SUBJECT TO:

**Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974**

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Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Political restriction	
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The ability to speak fluent English under the Immigration Act 2016	
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

• Version Control	
Author	Sheena Byron
Status	V0.1
Date approved	
Last updated	10 April 2024