

## Grading

# Job Description and Employee Specification

<b><u>Job title:</u></b> Education Health and Care Plan Coordinator	<b><u>Service area:</u></b> Learning, Skills and Culture
<b><u>Post number:</u></b>	<b><u>Division:</u></b> Access and Inclusion
<b><u>Grade:</u></b> 7	<b><u>Section/team:</u></b> SEND
<b><u>Overall purpose of job:</u></b>  To coordinate and act as 'named officer' to support and advise parents/carers, providers and agencies regarding the Education, Health and Care (EHC) needs assessment and review process.  To work with and follow up young people who are not in employment education and training (NEET) and/or not known to meet local and national targets when required.	
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.	
<b><u>Main responsibilities:</u></b> <ol style="list-style-type: none"> <li>1. 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>2. Attend Annual Reviews of EHC Plans to support and advise schools on the SEND process.</li> <li>3. Provide information, advice and guidance to the child/young person and family on SEND procedures, assessments and provision, personal budget options for EHC Plans.</li> <li>4. Monitor/review personal budgets where allocated to EHC Plans.</li> <li>5. 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 EHCP Coordinators and Education Inclusion Senior Officers (Statutory Assessment), initiating follow-up action as necessary, providing support and challenge as appropriate.</li> <li>6. 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.</li> <li>7. Provide information for weekly special needs panels and take appropriate follow up action.</li> <li>8. Follow the Quality Assurance process of reviewing Annual Reviews and monitor achievement of outcomes in relation to EHC Plans.</li> </ol>	

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9. Audit provision to support and challenge education and training providers if provision is not meeting the needs of this group of learners.
10. Participate in case supervision and case discussion in order to identify learning that may further develop the role of the team.
11. 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.
12. Work co-operatively with managers and colleagues to meet identified needs and service requirements, support the team managers within appropriate delegated authority.
13. Under instruction from the Education Inclusion Senior Officers to track and follow up young people to reduce the number who are NEET and not known.

### **Knowledge, skill and experience:**

- Relevant professional qualification at a minimum of level 4 or above or equivalent knowledge skills and experience.
- Demonstrates continuous professional development;
- Able to complete the awareness level of safeguarding training before any direct contact or work with children and work towards the Intermediate within 6 months of employment
- Experience of working with families, children and young people with SEND;
- Able to support children and young people to assess their own needs;
- Thorough knowledge and understanding of national legislation and local policies and procedures/processes in relation to the 0 – 25 Special Educational Needs Code of Practice, Participation of Young People in Education, Employment or Training, Continuing Health Care, Mental Capacity Act, Deprivation of Liberties and Safeguarding Vulnerable Adults;
- Ability to work as a team player and independently within local communities;
- Ability to contribute or chair a range of meetings;
- Good communication skills, both verbally and in writing;
- Ability to effectively use information technology including Microsoft Office and Capita
- Ability to work to agreed deadlines & prioritise workloads;
- Knowledge and understanding of Health and Safety;
- Ability to report on complaints, alerts and referrals regarding safeguarding;
- Ability to problem solve and deal with challenges in a pro-active and constructive manner;
- Ability to work on a varied caseload;
- Ability to identify funding for education and training places and re-engagement provision.

### **Creativity and innovation:**

- Creative in the planning for children and young people with SEND, to identify and support arrangements that are flexible, responsive to identified need and achieve identified outcomes;

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- To develop and facilitate links within the community that resolves individual issues and finds innovative solutions;
- To think creatively to devise new ways to meet the needs of children and young people, through working with a range of partners and key stakeholders;
- Signpost and give information to enquiries in formats that are useable, understandable and acceptable;
- To contribute in identifying a range of opportunities to develop staff teams & individuals, in conjunction with the team manager, to introduce best practice initiatives and develop team training plans;
- To seek alternatives to unresolved support demands through innovative problem solving.

### **Contacts and relationships:**

Wide range of internal and external contacts:

- 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 EHCP Coordinators, Senior Officers as required in line with delegated decision making (weekly);
- Liaise, consult and challenge schools, colleges and training providers in relation to EHC Plans and provision on a daily basis;
- 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;
- Daily contact with staff in the SEND Team and senior officers regarding both routine and complex matters;

### **Decision making:**

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- Decision making in relation to writing EHC Plans – content of plans, relevance of information provided from assessments.
- Makes recommendations to Senior EHCP Coordinators regarding use and monitoring of Personal Budgets;
- Make decisions in relation to the outcome of Annual reviews, with supervision from senior EHCP Coordinators 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;
- Day-to-day decision making around risk management and lone working;
- Make recommendations on the use of resources which may impact on service delivery;
- Make recommendations relating to Quality Assurance systems & implementation of decisions;
- Reporting of safeguarding through the appropriate channels.

### **Responsibility for resources:**

#### **Financial resources:**

- Sole responsibility for physical equipment such as laptops/mobile phone when away from base, having an appropriate value of £450;

The post holder will be working away from base more than 50% of their working week.

### **WORK ENVIRONMENT**

#### **Work demands:**

- Manages own workload, taking into consideration priority of tasks;
- Required to set priorities within own workload and meet deadlines, internal and external, that are open to change and frequent interruption due to needs of children and young people, their parents and carers and families and managerial demands;
- Required to ensure that conflicting demands and pressures are prioritised within the guidance of the Team Manager;
- Ensuring that national & local performance indicators are met;
- Prioritise caseloads and other work commitments, giving due regard to the needs and vulnerability of individuals.

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**Physical demands:**

- Work requires normal physical effort

**Working conditions:**

Working in well-lit and ventilated office conditions, schools and other educational establishments.

**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:

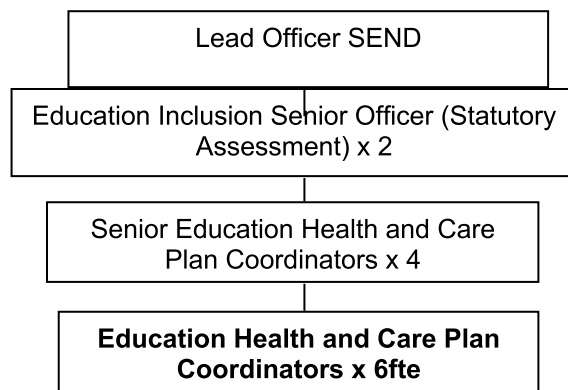
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Are posts in more than one location? Yes ☐ **No** ☐

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure? Yes ☐ **No** ☐

Please indicate which post(s) \_\_\_\_\_



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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none"> <li>Experience of working with families, children and young people with SEND</li> <li>Experience of writing person centred plans</li> <li>Thorough knowledge and understanding of national legislation and local policies and procedures/processes in relation to the 0 – 25 Special Educational Needs Code of Practice, Participation of Young People in Education, Employment or Training, Continuing Health Care, Mental Capacity Act, Deprivation of Liberties and Safeguarding Vulnerable Adults</li> </ul>	
Knowledge, Skills and Experience	Interview
<ul style="list-style-type: none"> <li>Providing support to children and young people to assess their own needs</li> <li>Supporting the 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</li> <li>Can manage a defined caseload and determine work priorities for a range of children and young people in a variety of education settings, initiating follow-up action as necessary, providing support and challenge as appropriate.</li> <li>Provide information, advice and guidance to the child/young people and family on SEND procedures, assessments and provision, personal budget options for EHC Plans.</li> <li>Knows when to support and challenge education and training providers if provision is not meeting the needs of learners.</li> </ul>	
Education, Training and Qualifications	Original documents
<ul style="list-style-type: none"> <li>Relevant professional qualification at a minimum of level 4 or above or equivalent knowledge skills and experience</li> <li>Able to complete the awareness level of safeguarding training before any direct contact or work with children and work towards the Intermediate within 6 months of employment</li> </ul>	
Working Arrangements	Interview
<ul style="list-style-type: none"> <li>The postholder will work in an agile way, requiring some visits to education, health or care providers or to families of children and young people with SEND.</li> <li>The postholder will have a valid driver's licence and the use of their own vehicle.</li> </ul>	

DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none"> <li>Experience of writing 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> </ul>	
Knowledge, Skills and Experience	Interview
<ul style="list-style-type: none"> <li>Monitor/review personal budgets where allocated to EHC Plans.</li> </ul>	
Education, Training and Qualifications	Original documents
<ul style="list-style-type: none"> <li></li> </ul>	



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Working Arrangements	Interview
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### THE POST IS SUBJECT TO:

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

Yes ☐No ☐

#### Political restriction

Yes ☐No ☐

#### The ability to speak fluent English under the Immigration Act 2016

Yes ☐No ☐

#### • Version Control

Author	HR Policy Team
Status	V0.1
Date approved	19 September 2012
Last updated	21 December 2021