

Job Title: Statutory Services Team Leader (SEN)	Role Profile Number: PCDH48
Grade: Q	Date Prepared: October 2019
Directorate/Group: Children’s Services Education - Special Educational Needs and Disability	Reporting to: Statutory Services Senior Manager (SEN)
Structure Chart attached:	No

Job Purpose

- On behalf of the council to lead and manage statutory service delivery and development to ensure an effective, efficient, timely and good quality statutory SEN service for children and young people 0-25 years
- To lead on specific service wide areas of development and cross agency/area working to support improvement in the delivery of a good quality SEND service and offer.

Key Accountabilities

- To be responsible for ensuring that the SEND statutory teams achieve performance standards and comply with all SEND legislative and regulatory requirements, for delivery to the approved quality assurance framework and for an effective drive across the statutory service to improve outcomes.
- To lead and manage work with education, health and care commissioners to develop and quality assure joint placements for individual children and young people.
- To develop and lead a strategy to ensure that statutory service information available to parents, children and young people, providers and other partners is clear and accessible and supports informed participation and engagement.
- To lead and develop a strategy for multi-agency working to ensure pathways, progression and destination ambitions are well coordinated and successful, ensuring that preparation for adulthood is part of due process at all ages for children and young people with statutory plans.
- To manage the operational planning and review (KIT) discussions with education settings and engage appropriate leads for health and care in these processes.
- To work with school improvement, commissioners and service leads to ensure that children and young people receive suitable educational, health and care provision as detailed in EHCPs and that this provision is reviewed and planned in a person-centred and outcomes focused manner in accordance with the SEND Code of Practice 2014

- To lead work with education finance, admissions and strategic commissioning to develop a strategy for delivery of planned placements, phase transfers strategy and quality of statutory evidence.
- To be responsible for recruitment, induction and retention, staff support, supervision and appraisal for team EHCP Coordinators, for managing delivery of objectives and performance targets for the team, and responding to compliments, concerns and complaints within the requirements and delegated responsibilities of the Council's procedures.
- To lead and manage an induction and continuous development strategy that ensures that all staff in the statutory service have the skills required to do their work effectively and are able to meet the required standards, service targets and performance criteria for the safeguarding and well-being of children and young people
- To represent the SEND service at strategic and cross-agency development groups and to deputise for the service manager as required for example at statutory panel and to be a key SEND link for parent carers and young people's forums, Virtual school and Alternative Provision.
- To lead on ensuring due process for casework decisions relating to high needs funded special educational provision including personal SEN budgets, and the systems for authorising expenditure for individual placements in accordance with the approved scheme of delegation.
- To represent the Local Authority at mediation and SENDIST Tribunals, providing case management and witness support and working with parents and young people to maintain open and honest dialogue and solution focused approaches.
- Plan and attend case conferences, annual reviews and meetings with parents relating to statutory assessments or case management where there is a complexity of issues or to support staff and provider development
- To represent the SEND service at CETR meetings and contribute to planning and review related to cases presented.
- To provide direct case management for the most complex cases
- To identify development priorities within the SEND service and the wider Swindon area in order to drive and support improved outcomes for children and young people including the delivery of appropriate support and training to targeted groups.
- To ensure that all work undertaken enables equal opportunities regardless of ethnicity, disability and other protected characteristics.
- Promote the Children's Services in accordance with the Business Plan and good customer care practice and be responsive to customers, head teachers, parents, Governors and elected members.

Supplementary Accountabilities

- The post holder when deputising for the Statutory Services Manager is responsible for making decisions that impact on budgets held by senior leaders and therefore has to demonstrate and apply a clear rationale within regulations and local policy for delegated decisions
- Occasional requirement for lone working and working within community settings
- To be available during usual office hours in order to ensure business continuity for the service across the working week. To work flexibly on occasions, where directed, outside usual hours in order to provide effective service delivery

Knowledge & Experience

Essential

- Significant practitioner and management experience within the area of special educational needs (health, care and/or education) across a range of age, needs and provision
- A clear ongoing commitment to further or continuing professional development
- Significant experience of working with education leaders and within multi-agency contexts
- Evidence of a good level of IT and computational skills
- Experience of working proactively with partners and stakeholders including parents, children and young people to gather feedback and shape the service provided.
- An understanding of current issues and legislation relating to special educational needs and disability, inclusion and human rights
- Working knowledge of the education curriculum and graduated approach, personalised learning and education assessment processes, of Care Act and health transformation planning and NHS standards
- An understanding of the educational implications of the full range of special educational needs (SEN) from 0 – 25 years and of the features of an effective preparation for adulthood
- Ability to analyse technical assessment information from a range of professionals and synthesise these into clear and accessible summaries
- Promotes and ensures up to date knowledge and skills for safeguarding of children and vulnerable young adults

Desirable:

- Understanding of value for money and experience of budget or resource management
- Significant experience of management of project or team working and of implementing systemic and/or cultural change

Qualifications

Essential

- Educated to degree level or substantial equivalent relevant experience
- A commitment to continuous professional development and those of others

Desirable

- Post graduate qualifications in relevant field or equivalent experience/training

Decision Making

Essential

- Ability to establish relationships based on trust and respect and shared objectives which supports joint planning, decision making and improved outcomes
- A commitment to person-centred and strengths based working which evidentially informs own practice and management decisions
- Ability to work effectively and to make justifiable decisions when under pressure, particularly from competing demands and priorities, often within tight timescales, and without the opportunity to

confer with a senior officer.

Creativity and Innovation

Essential

- Ability to think innovatively, creatively and logically, to develop creative solutions related to complex casework, and which contribute to the development and successful implementation of SEN policy and strategy.
- Excellent oral and written communication skills, adapted for a range of audiences. The requiring a high level of inter-personal skills and communication skills, including advocacy, coproduction, conflict and dispute resolution skills, developmental planning and staff performance management

<u>Job Scope</u>	Budget Holder	No
<p>Number and types of jobs managed</p> <ul style="list-style-type: none"> • EHCP Coordinators (3 minimum) <p>Typical tasks supervised/allocated to others</p> <ul style="list-style-type: none"> • Statutory Casework • Casework related meetings • Development work 		.

Contacts and Relationships

Evidence of ability to work with tact and sensitivity with clients and others to include

- Managers, practitioners in a wide range of services for children and young people within the public, independent and community sectors
- Council and NHS/CCG staff, including elected members
- Parents, young people and children with special educational needs and disability
- Information and advice services, alternative provision leads, school improvement and Virtual School

Values and Behaviours

We strive to underpin our culture of being ‘At our Best’ through strong management and authentic leadership. This means getting the management basics right. We own and demonstrate accountability, both individually and collectively, and aim to get things right first time. Building on this we also expect everyone at SBC to demonstrate and live our organisational values and behaviours, by displaying:

- Accountability at all levels
- Customer care and pride in what we do

- Continuous learning and evaluation
- Valuing one another and the contribution each of us makes

Employee Signature:	Print Name:
Date:	
Line Managers Signature:	Print Name::
Date:	