



## Role Profile

<b>Job Title:</b> Education, Health and Care Plan (EHCP) Coordinator	<b>Role Profile Number:</b> PCDN53
<b>Grade:</b> N	<b>Date Prepared:</b> 29 <sup>th</sup> June 19
<b>Directorate/Group:</b> Children Services Children's Services- Education	<b>Reporting to:</b> SEN Team Leader
<b>Structure Chart attached:</b>	

### Job Purpose

1. On behalf of the Council, to lead and manage processes for statutory assessments and statutory planning for students 0-25 years with special educational needs and disabilities
2. To work effectively in partnership with parents, young people, education, health and care services, commissioners and information services in the delivery and improvement of statutory processes for special educational needs and improve outcomes

### Key Accountabilities

- To ensure productive and trusting relationships are maintained with head teachers, SENCos and service leads in health and care, providing a point of contact and familiarity with setting level issues for education settings within the team area.
- To lead and deliver high quality person centred case management relating to SEN assessment, ensuring liaison with all relevant parties and partners, particularly parents and young people ,and effective joint working to achieve a good quality co-produced assessment.
- To ensure that the team works in partnership with children/young people aged 0-25 years, their parents, their education settings and supporting practitioners/service providers to ensure that the most up to date advice is available and informs the construction, amendment and monitoring of Education, Health and Care Plans.
- To lead constructive conversations with school leaders, health and care service providers on the identification of SEND, statutory compliance, the graduated response, school information and outcomes.

- To ensure that the progress of children and young people with EHC plans is monitored and reviewed via annual review processes and to ensure that the most up to date information is available and informs the continuation, amendment and monitoring and ceasing of these plans.
- To ensure that all EHC plans and assessments and amendments are consistently undertaken to the required quality standards and within timescales and to contribute caseload data and improve the team performance tracking and quality assurance processes.
- To research, analyse, present and make decisions that impact on budgets held by senior leaders and apply and enable a clear rationale for delegated decisions.
- To identify areas for improvement and development and develop and manage appropriate strategies for change.
- To lead on joint working with education, care and advice services at case level, providing operational information to support policy development, commissioning, joint commissioning and service reviews
- To work with SEN team leaders, managers and commissioners to ensure that children and young people with SEN are placed in appropriate provision from a range of options, in a timely manner and to enable the appropriate planning to occur for the next stage of education in the context of preparation for adulthood.
- To liaise and effect partnership working in relation to multi-agency case conferences/ meetings including mediation as appropriate.
- To prepare case statements and support efficient LA representation at SEN tribunals (SENDIST), and CETR multi-agency processes
- To research and develop a strategy for effective ways to engage with parent and young people's information and advice services, disagreement resolution and other services for parents and young people with SEND, providers and other services to develop services which builds local capacity to support all young people and which helps shape and improve the SEND service
- To ensure work undertaken meets the required standards and performance criteria for the safeguarding and well-being of children and young people.
- 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, Governors and elected members.

### **Supplementary Accountabilities**

- Efficient use and support for efficient use of electronic systems supporting statutory casework
- Provision of data relating to statutory casework to contribute towards team, service and individual performance tracking, reporting and reviews

### **Knowledge & Experience**

## Essential

- Excellent oral and written skills, adaptable for a range of audiences, requiring a high level of inter-personal skills and communication competencies, including advocacy, coproduction, conflict and dispute resolution.
- Significant practitioner experience in care or health service delivery and/or education provision 0-25 years
- 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

## 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 in a related area or substantial equivalent experience
- A commitment to continuous professional development and those of others

### Desirable

- Post graduate qualification in special educational needs

## **Decision Making**

### Essential

- Ability to establish relationships based on trust and respect and shared objectives to facilitate joint planning, decision making and improved outcomes for children and young people
- Effective decision making relating to prioritisation of time and work flow within a context of competing demands informed by a thorough understanding of the Special

Educational Needs and Disability Code of Practice and related guidance, regulations and law.

## **Creativity and Innovation**

Essential

- A commitment to think innovatively, creatively and logically, to develop creative solutions related to statutory casework, and which contribute to the development and successful implementation of SEN policy and strategy.

<b><u>Job Scope</u></b>	<b>Budget Holder</b>	No
<b>Number and types of jobs managed-</b> none		.

## **Contacts and Relationships**

Evidence of ability to work with tact and sensitivity with clients and others which will 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
- 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 through strong management and authentic leadership, this means getting the management basics right, and ensuring what we commit to individually and collectively, we own and demonstrate accountability aiming to get things right first time. Building on this we also expect everyone at SBC to demonstrate and live our organisational values and behaviours , this means in our work we are:

### **Connected: We put Swindon and its people at the heart of everything we do.**

We display a communication and behaviour style that promotes a positive Council identity in connecting with residents, customers, colleagues and other stakeholders ensuring a partnership approach to delivering our vision. Always asking, “is what I am doing in the best interests of Swindon and its people,”?

### **Resilient: We are forward thinking and work smart**

We seek to identify where things can be improved, ensuring this learning is embedded, evaluated and built upon through a strong approach to continuous organisational development.

**Brave: We respect and work together with our colleagues and customers to achieve success**

We act in an emotionally intelligent way, setting positive examples around accountability, risk and governance. This will be delivered through developing ourselves and our teams to achieve the highest possible levels of productivity and performance.