

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: EHC Assistant – Assessment and QA Team or Review Team (7 posts)	Grade: Scale 5
Section: Special Needs Assessment Service (SNAS)	Directorate: Children’s Services
Responsible to following manager: Senior EHC Co-ordinator/Team Manager	Responsible for following staff: N/A
Post Number/s: CRO002, C2505, C2403A, C2401, C2506 plus 2 new posts	Last review date: August 2020

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

Job Purpose

To hold a case load of children and young people with special educational needs and/or disabilities and implement the procedures under the Children and Families Act 2014 and Code of Practice in relation to Education, Health and Care needs assessments, the issuing of Education, Health and Care Plans (EHCPs) and annual reviews within statutory timescales.

Assessment team – the EHC Assistant will work in partnership with an EHC Co-ordinator on a caseload of new EHC needs assessments and will co-ordinate the assessments, seeking views from parents/children and young people, from professionals and ensure assessments are completed on time. The caseload will be allocated on a rota basis within the team.

Review team – working mostly in either the 0-14 or 14-25 pod, the EHC Assistant will support the team to ensure annual reviews take place within statutory

timescales, reassessments are conducted as necessary and phase transfers between education settings are managed within timescales. The case load will be determined through the education setting; phase transfer processes will be managed across all the EHC Assistant posts within the team.

Specific Duties and Responsibilities

24. Act as the first point of telephone contact for a wide range of complex calls from parents, schools and professionals seeking information about individual cases and general advice and exercise a significant degree of discretion in dealing with these as far as possible without referral to the relevant EHC Co-ordinator. This will involve giving advice to parents who may be distressed or angry, where tact and sensitivity will be needed at all times.
25. Has contact with a wide range of other officers and professionals from both inside and outside the Council, including the Wandsworth Information, Advice and Support Service, the Schools' and Community Psychology Service, Social Care teams, Pupil Services, the Inclusion Service, Health Service professionals, Headteachers and SENCOs.
26. Deals with unplanned interruptions to the daily workload and conflicting priorities, in a complex area of front-line service delivery where urgent individual pupil issues can arise unexpectedly.
27. Process a large volume of, mainly confidential, incoming post/email twice a day, ensuring that this is sorted accurately, promptly passed to the relevant officer and/or scanned on to the child's record on Capita ONE.
28. Create and update children's records on Capita ONE and ensure that data is accurately inputted.
29. Co-ordinate the EHC needs assessment process. This includes generating and despatching letters to parents and professionals; ensuring that all written professional advice for the needs assessment is received and logged; sending out reminder letters to professionals where they have not submitted their reports on time; sending out draft and final EHC Plans to parents and schools/professionals; send out consultation letters to education settings with the aim of securing placements.
30. Assist in setting up transport for individual pupils in liaison with the Transport section, ensuring the necessary arrangements are in place for the pupil's start date and acts as first point of contact from parents and the Transport section in relation to any ongoing queries.
31. Provide support for the annual review process, including informing education settings of all the review due; receive annual review reports from settings and highlight relevant aspects for the EHC Co-ordinator to be able to make decisions; follow up outstanding annual review reports from settings; respond to parents/professionals/education settings with the decision taken following the review; ensure that reviews are processed within statutory timescales.

32. Co-ordinate statutory re-assessments as required following an annual review working in partnership with an EHC Co-ordinator.
33. Maintain efficient systems to ensure the smooth running of the caseload.
34. Assist in organising Panel meetings as necessary.
35. Assist with Access to Records requests ensuring that papers are provided to the Departmental contact by the relevant deadlines.
36. Manage and organise the electronic filing system which stores scanned documents and keep this up to date.
37. Order and collect stationery and ensure that stocks are checked and replenished. Log photocopier faults and assist EHC Co-ordinators with these as required and ensure that the photocopier is replenished with paper on a daily basis. Ensure that confidential shredding is dealt with appropriately.
38. Undertake other duties, commensurate with the grade and title of the post, as required by the Senior EHC Co-ordinator/ Team Manager.
39. Ensure that the Senior EHC Co-ordinator is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection
40. Generally, promote the services of the department by assisting the public in person or by telephone in a helpful and courteous manner.

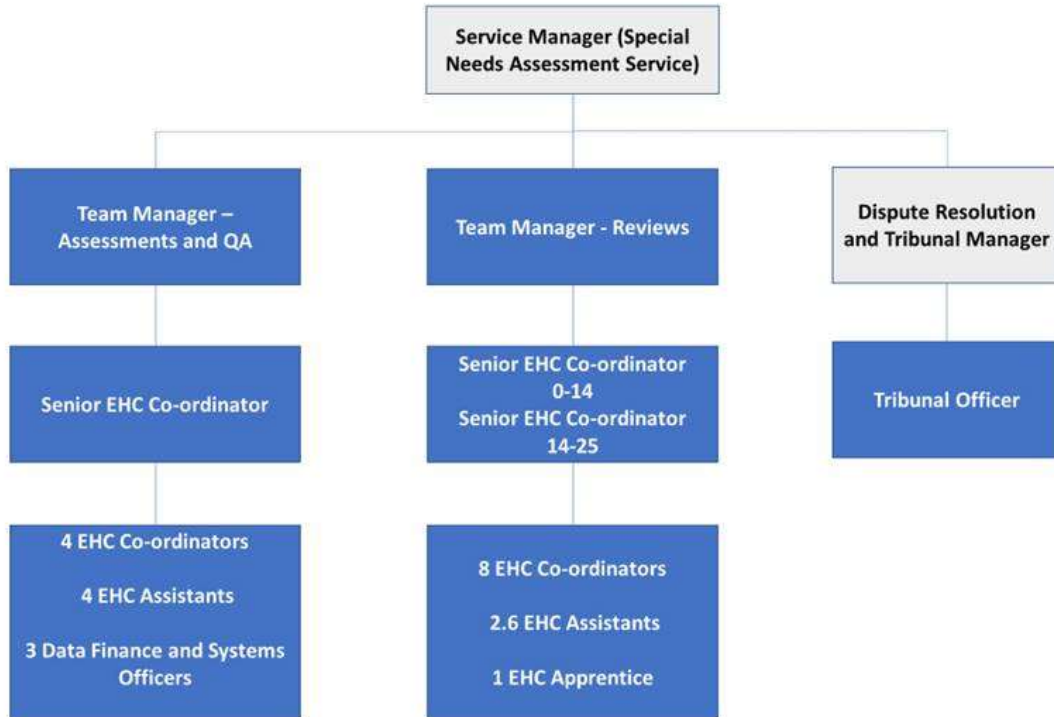
Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information – N/A

Current Team Structure

Official



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Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means, we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a ‘can do’ attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	Assessed by A & I/ T/ C (see below for explanation)
Knowledge	
21. Knowledge of the Children and Families Act 2014 and the SEND Code of Practice.	A, I, T
22. Knowledge of special educational needs with a keen desire to learn more.	A, I
23. Understanding of the importance of equal opportunities.	A, I
24. Understanding of the importance of customer care.	A, I
Experience	
25. Experience of working as part of a diverse team in a busy office environment.	A, I
26. Experience of working in an education, social care or health setting.	A, I
Skills	

27. Awareness of confidentiality issues and proven ability to deal with confidential matters.	A, I
28. Good level of computer and IT literacy including ability to produce standard letters using Microsoft Word and PDF; proficiently use a database (the team currently uses Capita ONE); ability to scan and upload documents and experience of using e-mail and the internet.	A, I, T, C
29. Ability to organise, prioritise and maintain resilience while working under pressure to meet deadlines.	A, I, T
30. Ability to communicate well with a wide range of people both over the phone and face to face and provide appropriate information to sometimes distressed callers in a confident manner.	A, I, T
31. Ability to work without supervision and use initiative when appropriate.	A, I
32. Ability to pro-actively respond to queries and take appropriate action.	A, I
33. Conscientious with thorough attention to detail ensuring that information is accurate.	A, I, T
34. Ability to undertake routine administrative tasks efficiently (e.g. telephone messages, photocopying, collating, scanning and collecting bags of confidential shredding).	A, I
Qualifications	
35. Good levels of numeracy and literacy.	A, I, T, C
36. Good general level of education.	A, I, T, C

A – Application form
I – Interview
T – Test
C - Certificate