

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: EHC Co-ordinator, Reviews Team	Grade: PO1
Section: Special Needs Assessment Service (SNAS)	Directorate: Children's Services
Responsible to following manager: Early Years to 16 Reviews Team Manager	Responsible for following staff: N/A
Post Number/s:	Last review date: August 2020

Working for the Richmond & Wandsworth Better Service Partnership

We're Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children's services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We're here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That's why, at Richmond & Wandsworth Better Service Partnership, you'll be at the forefront of innovation in local government, and we'll invest in you and offer you opportunities to grow in a way only our unique organisation can.

Job Purpose

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

Working in the primary pod, the EHC Co-ordinator will hold a caseload of children and young people with EHCPs and will be responsible for ensuring annual reviews take place within statutory timescales, reassessments are conducted as necessary, phase transfers between education settings are managed within timescales and children and young people are supported to achieve their outcomes.

The caseload will be determined through the education setting, so Co-ordinators will have link school settings. The Co-ordinator will also have a small allocation of children and young people allocated via an A-Z system, for those who are not in a school setting, or attending an out of borough school.

An EHC Assistant supports the Co-ordinators with this work.

Specific Duties and Responsibilities

1. Act as the main point of contact for verbal and written enquiries from parents and professionals for children and young people that fall within the relevant caseload and for liaison with the various settings which they attend, with support from an EHC Assistant.
2. Work in close liaison with internal and external partners, including Early Years' Service, Schools & Community Psychology Service, the Information, Advice and Support Service, Pupil Services, Social Care and the Health Service in relation to the assessment, subsequent placement and ongoing monitoring and review of children and young people within the caseload.
3. Oversee the initiation of EHC needs reassessments for the caseload in accordance with the relevant legislation (Children and Families Act 2014) and ensure that these are carried out in line with relevant regulations, the Code of Practice and local procedures and policies, whilst using a person-centred approach at all times.
4. Provide information and advice to parents in relation to the reassessment procedures generally. Oversee the letters sent to parents at the various stages of the process and keep parents informed in as pro-active a way as possible.
5. Draft EHCP working documents in preparation for Team around the Child (TAC) meetings with parents and professionals. Attend and chair these meetings.
6. Attend and chair/co-chair TAC meetings for agreed reassessments.
7. Ensure that where any additional reports are required from professionals to contribute to the reassessment, that these are sought within the relevant

- timescales and that reminder letters are sent by EHC Assistants if timescales are being exceeded, alerting the Senior EHC Co-ordinator to particular challenges.
8. Ensure that all EHC needs reassessments within the caseload are completed within 10 weeks and that, where an EHC plan is required, that it is issued within 20 weeks.
 9. Responsible for alerting the Senior EHC Co-ordinator to any reassessments where the timescale seems likely to be exceeded so that appropriate action can be taken.
 10. Issue draft EHC plans following reassessments, ensuring that parents are happy with the EHC plan wherever possible before it is finalised.
 11. Attend meetings with parents and other professionals as required and including informal dispute resolution meetings and formal mediation.
 12. Secure educational placements for children prior to finalising EHCPs; meet with Headteachers and SENCOs in relation to proposed placements and assist with identifying reasonable adjustments that can be made to provision.
 13. Contribute to work in relation to Special Educational Needs and Disability Tribunals within the caseload where parents are exercising their statutory right to formally appeal against a range of LA decisions, in liaison with the Disagreement Resolution & Tribunal Manager and provide information during the Tribunal process on the relevant case as required; attend planning meetings with lawyers and Barristers as required.
 14. Responsible for attending key annual review meetings within the caseload, including phase transfer reviews, complex cases and pupils placed in independent sector provision and those requested by schools where a change of placement is being sought.
 15. Responsible for ensuring that review meetings are carried out appropriately by schools/education settings and that once annual review forms requiring action are received, that decision making is carried out within statutory timescales.
 16. Amend EHCPs as required following annual reviews and in preparation for phase transfers; ensure that all amended EHCPs meet quality standards and are issued within statutory timescales.
 17. Meet with parents, young people and professionals to discuss amended EHCPs and work to reach agreements wherever possible.
 18. Ensure that placements and packages of support meet children's needs and are an efficient use of public funds.
 19. Prepare cases for discussion by the Panel and present cases in line with internal procedures and carry out follow up action in the light of decisions made, including liaison with the Inclusion Service, Headteachers, parents etc. Preparation will include gathering information about possible placements and packages of support including all relevant costs and summarise external information e.g. Ofsted reports.
 20. Deal with enquiries relating to children and young people with SEND moving into and out of the borough and ensure that the appropriate paperwork is transferred by the EHC Assistant for those moving out and that placement

arrangements are made as soon as possible for those moving in; ensure all statutory timescales are adhered to.

21. Responsible for database management for the caseload and ensuring that the system is up-to-date and that entries made are correct. As at November 2025, the team uses Eclipse for this purpose.
22. Assist in the production and collection of monthly and other statistical information relating to the Children and Families Act 2014 procedures, for children and young people on the caseload.
23. To work without the need for direct supervision; to prioritise work appropriately to ensure that all deadlines are met in a busy and pressured environment.
24. Other duties as may be required by the Senior EHC Co-ordinator or Team Manager or Service Manager (SNAS) in what is a complex and changing field of work.
25. To 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.
26. Responsible for the evaluation, implementation and compliance with Health and Safety legislation, to ensure safe working practices for all staff, public and contractors in the working environment, in accordance with the Council and depart mental safety arrangements, policies and codes.
27. Generally, promote the services of the department by assisting the public in person or by telephone in a helpful and courteous manner and this may include parents who are upset.

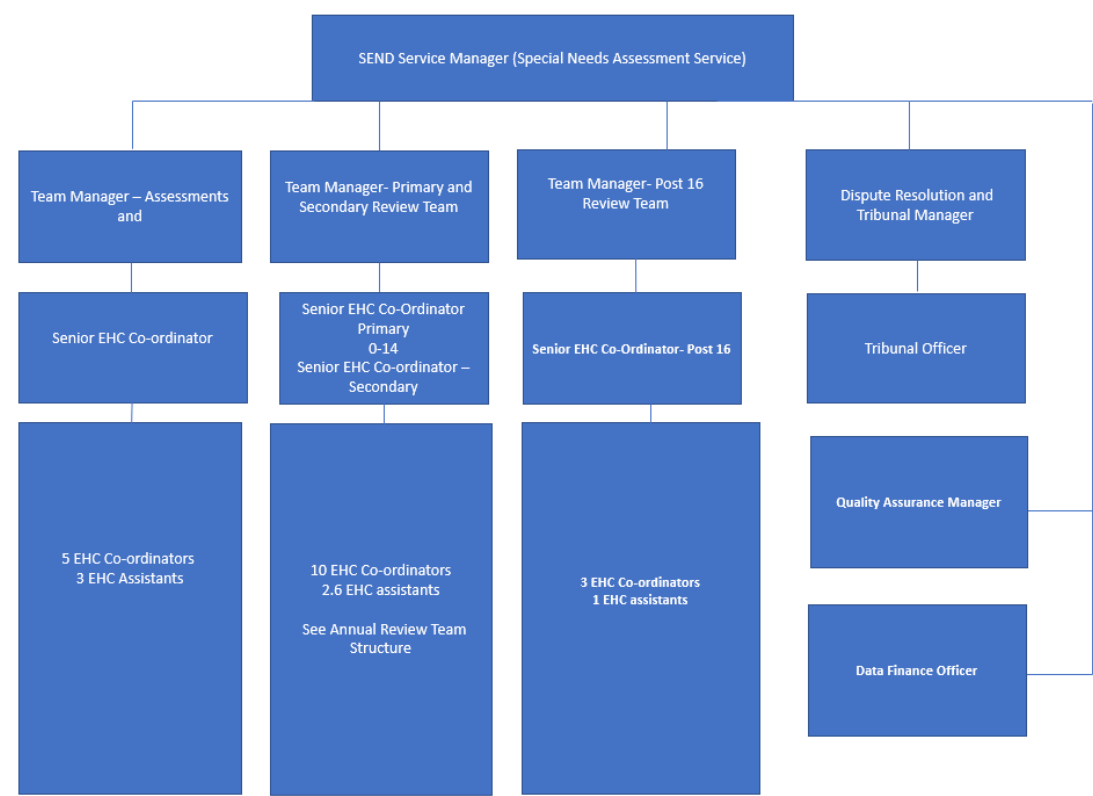
Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth 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 roles within the Councils.

- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

Additional Information

Team structure



Person Specification

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Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A & I/ T/ C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
1. In depth knowledge and experience of the Children & Families Act 2014 in relation to SEN and Disability and the associated SEND regulations and Code of Practice.	Y		A & I
2. Knowledge of other associated legislation in relation to children and young people.		Y	A & I
Experience	Essential	Desirable	Assessed

3. Significant experience of working in a busy and pressurised environment with competing priorities.	Y		A & I
4. Experience of working with children and young people with special educational needs and their families.		Y	A & I
5. Experience of working with partners such as schools and professionals from a range of backgrounds at all levels.		Y	A & I
6. Experience of attending multi-agency meetings and meetings with parents/carers and young people.		Y	A & I
7. Experience of analysing a wide range of information and writing a report which summarises your findings.	Y		A, I & T
8. Experience of presenting information to multi-agency meetings.	Y		A, I & T
Skills	Essential	Desirable	Assessed
9. Ability to organise a heavy workload so that statutory and other deadlines are met.	Y		A & I
10. Ability to work as part of a team but also to work on own initiative.	Y		A & I
11. Ability to understand complex procedures quickly and to be able to convey these to others and to flexibly apply them in individual cases, as needed	Y		A & I
12. Ability to present complex information in easily understandable ways and adapt presentation according to the audience.	Y		A, I & T
13. Well-developed letter and report writing skills.	Y		A & I
14. Ability to input information and extract data and other information from IT systems.	Y		A & I
15. Ability to communicate effectively to a high level both orally and in writing.	Y		A & I
16. Ability to liaise effectively with a wide range of professional staff at all levels and with parents and children/young people by phone, email, letter and in team around the child meetings	Y		A & I
Qualifications	Essential	Desirable	Assessed
17. Educated to degree level or equivalent.	Y		A & C
18. Evidence of ongoing professional development.		Y	A & C

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

