

Job Profile Comprising Job Description and Person Specification

Job Description

Job Title: Senior EHC Co-ordinator – Assessments and QA or Review 0-14 or Review 14-25 (3 posts)	Grade: PO4
Section: Special Needs Assessment Service (SNAS)	Directorate: Children’s Services
Responsible to following manager: Team Manager – Assessments and QA or Reviews	Responsible for following staff: 3-5 EHC Assistants 1 EHC Apprentice
Post Number/s: ES5696, E5702 plus one new post	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

The Senior EHC Co-ordinator - Assessments and QA has responsibility for supporting the Team Manager to ensure that the Assessment and QA Team carries out statutory assessments for children and young people with special educational needs (SEN), and issues and maintains good quality Education, Health and Care Plans (EHCPs) within the required timescales. This postholder will also support the implementation of the multi-agency Quality Assurance Framework for EHCPs and advice.

The Senior EHC Co-ordinators – Reviews (2 posts) have responsibility for supporting the Team Manager to ensure that the Review Team carries out annual reviews and reassessments for children and young people with SEN, issues and maintains good quality EHPs and undertakes all phase transfer processes within required timescales.

The post holders provide professional leadership within their area of expertise and operational line management for the EHC Assistants (1 post is an apprentice). They will hold small, complex caseloads. They will also work collaboratively with each other and with colleagues across SNAS to improve the experiences for families and the outcomes for young people. The post holders will work collaboratively with other services and partner agencies to improve outcomes for children and young people under statutory assessment or with an Education, Health and Care Plan (EHCP) living in Wandsworth.

Specific Duties & Responsibilities

1. Supporting the Team Managers to coordinate and manage the work, providing advice and support to ensure effective delivery of Wandsworth's statutory responsibilities for children/young people with special educational needs, quality-assuring and implementing robust processes in compliance with the Children and Families Act 2014 and associated regulations. Depending on the specific Team within SNAS, this specifically includes ensuring effective:
 - a. Coordination of requests for Education, Health and Care (EHC) needs assessments.
 - b. The drafting, finalising and issuing of quality EHC Plans within statutory timelines.
 - c. A robust and compliant approach to annual reviews - ensuring statutory deadlines are met and there is value for money for children and young people's provision and placement.
 - d. Oversight of children and young people's safeguarding, including Children Missing Education (CME) and those at risk of CME, children looked after and those known to youth offending services on the SNAS caseload so that they are overseen rigorously and in partnership with relevant services.
 - e. Oversight of data and finance for their caseload.
 - f. Decisions about provision, placement and transport (where appropriate), and that these are agreed within accountable governance structures.

The Senior EHC Co-ordinator is expected to provide clear accountability and regular reporting on these areas.

2. Support the Service Manager, SNAS / Team Manager in relation to the provision of:
 - a. Robust financial information to assist in budget forecasting and other budget duties and ensure that EHC Co-ordinators and EHC Assistants in the team are clear regarding their role in this.
 - b. Effective management, accountability and control of relevant high needs budgets, in particular those relating to placements in independent and non-

maintained schools and specialist Further Education colleges as well as non-DSG budgets, including the service's staffing budget and travel assistance budgets (in partnership with relevant officers).

3. Ensure that Team members work collaboratively with a range of professionals and provide timely feedback regarding the progress of individual cases to young people, parents, carers, early years, schools, post-16 and other settings, as well as to other professionals.
4. Ensure that for the caseloads of staff being line-managed, there is informal disagreement resolution wherever possible; that there is SNAS attendance at independent mediation sessions, and that there are timely and robust responses to complaints from parents under the Corporate Complaints process; enquiries from elected Members (Councillors) and MPs and Ombudsman complaints.
5. Provide regular supervision for EHC Assistants within the team, ensuring that individual cases are being progressed appropriately and report any issues of concern to the Team Manager / Service Manager, SNAS.
6. Carry out regular appraisal meetings, monitoring of performance in relation to key indicators, performance-related pay reviews and sickness monitoring meetings, ensuring effective implementation of Council and departmental personnel policies and procedures on performance and staff sickness.
7. Promote a quality customer service focus.
9. Support the Team Manager / Head of SNAS to maintain within SNAS up-to-date knowledge of legislation and case law in relation to SEN and Disability, ensuring that SNAS officers are made aware of work requirements in the light of these.
10. Undertake any other duties as reasonably required by the Team Manager or Service Manager, SNAS commensurate with the grade.

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.

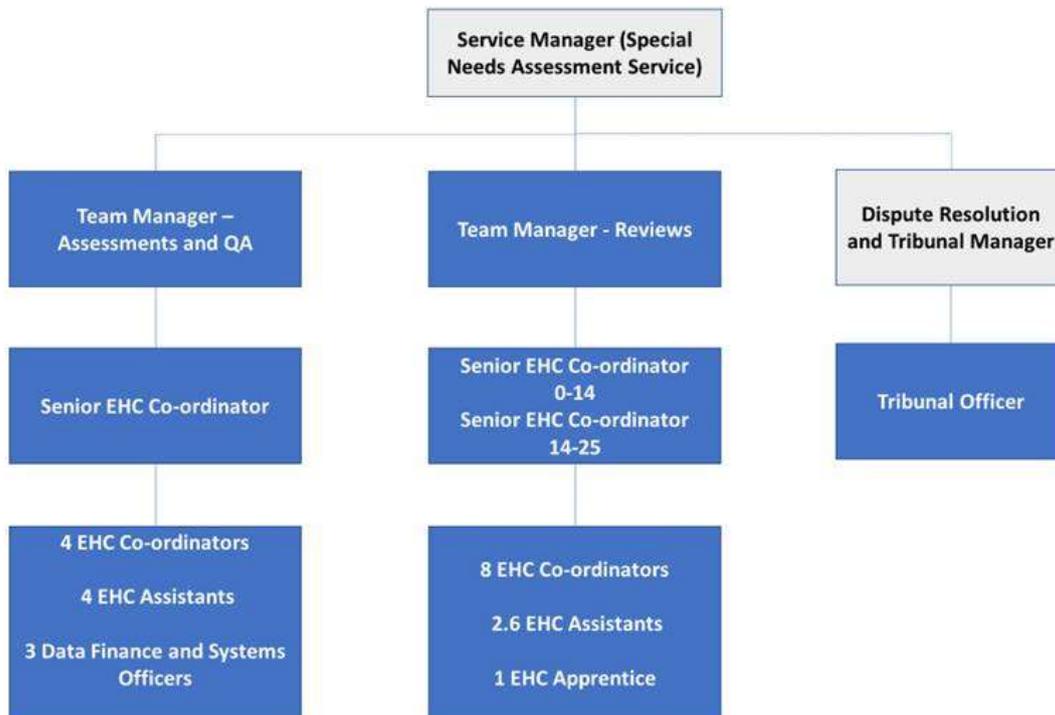
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information

N/A

Team structure

Official



Person Specification

Job Title: Senior EHC Co-ordinator – Assessments and QA or Review 0-14 or Review 14-25	Grade: PO4
Section: Special Needs Assessment Service (SNAS)	Directorate: Children’s Services
Responsible to following manager: Team Manager – Assessments and QA or Review	Responsible for following staff: 3-5 EHC Assistants 1 EHC Apprentice
Post Number/s: ES5696, E5702 plus one new post	Last review date: August 2020

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	
Knowledge of the Children and Families Act, the SEN and Disability Code of Practice 0-25 years and associated regulations.	A,I,T
Knowledge of other associated legislation in relation to children and young people.	A,I,T
Good understanding of SEN and disability legislation.	A,I,T
Experience	
Experience of managing a case load including complex cases in a SEN assessment team.	A,I,T

Experience of working in a busy and pressurised environment with competing pressures.	A,I,T
Experience of working collaboratively with Education, Health and Social Care professionals, schools and other education settings and children and families.	A,I,T
Experience of using data and responding to it to improve practice.	A,I,T
Skills	
Ability to be resilient and solution focused when facing challenges.	A,I,T
Ability to support the team in organising heavy workloads so that statutory and other deadlines are met.	A,I,T
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.	A,I,T
Ability to communicate effectively both orally and in writing.	A,I,T
Ability to liaise effectively with a wide range of professional staff and with parents by telephone, email and in team around the child meetings.	A,I,T
Qualifications	
Good standard of education to degree level or equivalent.	A,I,T
Evidence of continuing professional development.	A

A – Application form / CV

I – Interview

T – Test

C - Certificate

