

Services to Young People

Statutory SEND PFA Team Manager Job Description and Person Specification

October 2019

Job Description

Job Title:	Statutory SEND PFA Team Manager
Department:	People Directorate
Function:	Access and Inclusion
Team:	SEN & Disability
Post number:	New post
Grade:	LBR 14
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	36/52.14
Base location:	Lynton House, 255-259 High Road, Ilford IG1 1NN
Reports to: <i>Job title</i>	Head of Service
Responsible for: <i>Job titles of direct reports</i>	Senior Co-ordinators and statutory assessment teams including EHC co-ordinators and support staff
Role purpose and role dimensions: <i>Overview of the job</i>	<p>This is a high profile statutory process with specific statutory requirements relating to timescales and the content of EHC Plans. Parents have recourse to the Special Educational Needs Tribunal, the Local Government Ombudsman and judicial review if they are dissatisfied with the EHC Plan. The EHC process and plans therefore, need to withstand scrutiny, be expertly managed with supporting evidence.</p> <p>This post is therefore responsible for the effective administration under the Education Act 1996 and Children and Families Act 2014 of the statutory assessment of children and young people's special educational needs, including their subsequent placement, monitoring and annual review.</p> <p>To implement, develop and oversee efficient and effective processes for the collation of SEN Performance Indicators (PI) relating to assessment and Education Health & Care Plans, reporting these to Head of Service and directorate performance boards.</p> <p>To oversee and monitor the 14-25 SEN caseload processes including statutory assessment, annual review, panel processes, phase transfer and placement administration.</p> <p>To review and manage the SEND process and systems with a customer and value for money focus so that effective and efficient partnership with the child's parents/carers and stakeholders is achieved</p>

<p>Key external contacts: <i>Organisations</i></p>	<ul style="list-style-type: none"> • Parent/Carers of children and young people with special educational needs and disabilities (SEND) • Young People with SEND • Health and Social Care Professionals/Practitioners in Adult and Children Services • Principals/Headteachers/College/School staff • Out-of-borough local authority staff
<p>Key internal contacts: <i>Job titles or groups of staff</i></p>	<ul style="list-style-type: none"> ▪ SEN Travel Assistance Team ▪ School and SEND finance ▪ Specialist Education Advisory Teaching Support Service ▪ Educational Psychology Service ▪ Education Welfare Service ▪ Social Care Children Services ▪ Social Care Adult Services ▪ Regional networks
<p>Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i></p>	<ul style="list-style-type: none"> • Tracking of resource implication for individual high need placements and costs • Administering High Needs form arrangements with FE providers • Auditing of support arrangements – top up funding and therapy costs • Management of staff PFA SEND budget
<p>Key areas for decision making:</p>	<ul style="list-style-type: none"> • Staff Professional Development • Training of key partners in SEND processes • Statistical returns to the DFE • Communication with partner agencies, parents, children & Young People. • Statutory SEND arrangements • Support arrangements/high needs resourcing costs for school population
<p>Other considerations: <i>E.g. working patterns</i></p>	

<p><u>Key accountabilities and result areas:</u></p> <p>Staff Management</p>	<p><u>Key elements:</u></p> <p>This will involve:</p> <ul style="list-style-type: none"> • Leading a team of Senior EHC Coordinators and EHC Coordinators and associated business support to ensure statutory compliance and delivery of SEND • Responsible for co-ordinating, supervising and managing SEND casework 14-25 and developing effective information and communication processes with schools and stakeholders. • Overseeing the management of staff to ensure high quality of services to all young people and adults throughout the statutory assessment process. • Overseeing and co-ordinating the admissions process for those with EHCP plans, including establishing arrangements with specialist providers and commissioners to ensure all those have educational provision in place. • Implement performance management for regular support and supervision • To promote diversity of the work force and ensure equality of opportunity is promoted • Frequent liaison with social care and employment related colleagues
<p>Information Management</p>	<p>This will involve:</p> <ul style="list-style-type: none"> • To manage appropriate information systems in accordance with Council data protection procedures. • To ensure that the team undertake validation activities in line with data base requirements and amend accordingly opportunities • To be responsible for systems relating to statutory assessment procedures including place planning, sen admissions, transition and annual reviews. • To work effective with the section's systems and resources officer in maintaining management information systems and provide regular reports to identify trends or identify problems • To manage appropriate information systems in accordance with Council data protection procedures.

Preparing for and attending multi-agency review meetings

- This will involve:
- Chairing and attending PFA SEND panel and associated decision-making forums including the complex case and multi-agency resource panel.
- To manage the EHC needs assessment process for those 14 -25 and ensure that it is carried out efficiently, consistently and in line with the published Redbridge Local Authority EHC needs assessment process and the Special Educational Needs Code of Practice, including meeting the prescribed timescales.
- To work in partnership with young people and their carers/advocates to ensure that they are fully involved in the assessment process and any decisions made about him or her.
- To have a thorough understanding of and commitment to personalisation and person-centred approaches, using these approaches at all times and supporting, where appropriate, other professionals to develop their skills in this area, contributing to training as required.
- Commission and define the parameters of the necessary assessments and ensure that all parties involved liaise with one another and function as an assessment team to ensure that assessments are coordinated and to avoid duplication. Be proactive in making proposals as to how assessments could best be coordinated and joined up.
- Ensure that where appropriate a Continuing Health Care (CHC) assessment is undertaken, utilising knowledge of the complex CHC criteria and their likely application in individual cases.
- Where appropriate, discuss the completed assessments with the young person, including clarifying assessment content to aid understanding and ensure that Plans are taken through appropriate decision making processes to agree the allocation of resources in accordance with guidelines including a personal budget.
- To ensure that the EHC planning meetings addresses all aspects of young person's development and that the meeting is facilitated in a way which encourages creative, personalised solutions to achieve the child's or young person's outcomes.
- To ensure that notes of meetings are documented clearly, checked and circulated to all attendees in a timely manner to adhere to the time frames within the statutory process.
- To quality assure EHC Plans ensuring that EHC coordinators are following procedures and that Plans are clear, accessible and outcome focused

<p>General</p>	<p>This will involve:</p> <ul style="list-style-type: none"> • To provide draft responses to any members' enquiries, complaints, Ombudsman investigations • To contribute to the strategic development of the SEND PFA and related policies and processes • To ensure that the young person's welfare remains paramount and that any safeguarding issues are appropriately managed in line with Local Safeguarding Children's Board and Adult safeguarding procedures. • To promote equality as an integral part of the role and to treat everyone with fairness and dignity. • To attend whenever required, complex case conferences and sub-regional peer meetings • To make decisions around individual arrangements for EHCP and monitor learner costs within HNB budget, taking a value for money approach within the framework of effective and efficient provision. • To work with the SEND contracts commissioner, EOTAS officer and stakeholders, to ensure effective and efficient educational provision and placement for young people with an EHC Plan, with a focus on accountability for outcomes • To oversee process for EHCP coordinators attendance at annual review meetings and ensure PFA procedure is followed • Challenge providers where outcomes are not achieved and work with Council services where intervention is required. To agree on amendments and/or discontinuation of the Plan as appropriate.
<p>General accountabilities and responsibilities</p>	
<p>Green Statement</p>	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.
<p>Data Protection/Confidentiality</p>	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.

Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.
Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
To contribute as an effective and collaborative member of the team	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.
Flexibility	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your grading level and competence.

Person Specification

Job Title:	Statutory SEND PFA Team Manager			
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		A - I - T	Weighting	
Minimum education/ qualifications:	Educated up to degree level or equivalent experience	A	3	
	Experience of supervising and managing staff within a statutory process	A	3	
Minimum experience/ knowledge/ skills:	<ul style="list-style-type: none"> Detailed knowledge of SEND legislation and guidance, including the Children and Families Act 2014, The Special Educational Needs and Disabilities Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014, The Equality Act 2010 and the SEN Code of Practice 2015 and related legislation such as the Mental Capacity Act. 	A	2	
	<ul style="list-style-type: none"> Experience in the effective management of people, resources and assets so as to deliver improved outcomes against agreed targets and statutory timescales 	A I	3	
	<ul style="list-style-type: none"> Experience of working collaboratively with parents, young people, statutory and voluntary agencies to help develop local policy and practice. 	A I	3	
	<ul style="list-style-type: none"> Experience of managing SEND workload and providing supervision and support around casework practice for front line staff. 	A I T	3	
	<ul style="list-style-type: none"> Experience of analysing and presenting complex information orally and verbally 	A I	3	
	<ul style="list-style-type: none"> Experience and understanding of the main current developments and statutory position relating to young people and adults with special educational needs and disabilities (SEND) 	A I	3	
	<ul style="list-style-type: none"> Understanding of the Preparing for Adulthood pathway 	A I	3	
	Skills			
	<ul style="list-style-type: none"> Demonstrable determination to provide a high quality service and achieve challenging outcomes. 	A I	2	
	<ul style="list-style-type: none"> Excellent verbal and written communication skills. 	A I	3	
	<ul style="list-style-type: none"> Ability to provide accurate guidance, information and advice to parents and young people. 	A I T	3	
	<ul style="list-style-type: none"> Ability to communicate complex issues in a clear and effective manner with a wide range of stakeholders and to advise, persuade, influence and be assertive as appropriate. 	A I T	3	
<ul style="list-style-type: none"> Ability to chair meetings and deal effectively and sensitively with a range of individuals in a professional context. 	A	3		

	<ul style="list-style-type: none"> • Ability to draft a complex legal document using professionally written reports • Proven negotiation and conflict management skills, including being tactful, resilient, flexible adaptable when dealing with staff, other professionals and parent. • Ability to ensure that children, young people and their parents are the focal point for decision making and facilitate a person centred approach. • Demonstrable experience of working effectively and participating with other colleagues on an inter-agency basis to ensure an effective response. • Proven IT Skills to be able to use Word, Excel, Power point etc. 	AI	2
		A	3
		AI	2
		A	2
		A	3
Minimum competencies: Customer focus	Provide a customer focussed service for children, young adults, families, schools and other settings	A	3
	You will ensure that the council carries out its statutory (0-13 SEND) duties, chairing the EHC decision making panels, and maintaining effective working partnerships / relationships with families, young people, professionals and a range of other stakeholders.	A	3
Communicating and influencing	Will have excellent communication and interpersonal skills	A	3
	Will be able to communicate complex legal information and issues in a clear and effective manner to a wide range of stakeholders. To advise, persuade, influence and be assertive as appropriate	A	3
Building relationships, working together and in partnership	Will be able to work effectively with senior managers, staff, education providers and external partners. Establish confidence and trust. Work flexibly, constructively, and effectively with colleagues and make a positive contributions in seeking person-centred solutions	A	3
	To communicate effectively with a number of colleagues across children and adult services and take a lead in the development of strong and effective Multi-Agency relationship building.	A	3
Respecting & implementing diversity	Redbridge Council is committed to equality of opportunity for all its residents. You will need to be familiar with the councils Equality and Diversity Strategy		
Planning, organising & achieving results	Ability to manage and prioritise effective use of time against personal workload commitments, policy priorities and other demands.	A	3
	Ability to organise and prioritise own work	A	3
	Ability to work to deadlines	A	3
	Ability and commitment to working within a team in order to plan work and meet agreed targets	A	3

<i>For those with managerial responsibility</i>			
Leadership, Managing and developing people	<p>Attend regular supervision meetings with your manager and arrange regular supervision meetings with your direct reports</p> <p>To lead, motivate, nurture and manage a team to deliver on statutory timescales</p> <p>To lead, contribute and support the development of best practice, policies and procedures</p>	<p>A</p> <p>A</p> <p>A</p>	<p>3</p> <p>3</p> <p>3</p>
Special conditions:			
Signature of Employee:	Name:	Date:	