

Services to Young People

EHC Coordinator : SEND PFA Team
Job Description and Person Specification

October 2019

Job Description

Job Title:	EHC Coordinator
Department:	People Directorate
Function:	Access and Inclusion
Team:	SEN and Disability Team
Post number:	Please refer to commissioning Form
Grade:	LBR 9
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	36
Base location:	Lynton House, 255-259 High Road, Ilford IG1 1NN
Reports to: <i>Job title</i>	Senior EHC Coordinator
Responsible for: <i>Job titles of direct reports</i>	No direct line management but may be responsible for the supervision of trainee and work placement employees on occasion
Role purpose and role dimensions: <i>Overview of the job</i>	<p>To coordinate Education Health and Care (EHC) needs assessments for a caseload of young people aged 14-25 with special educational needs and disabilities, leading to high quality outcome focused EHC Plans, working in close partnership with the young person or the young person's parents, schools, further education colleges, training providers and relevant professionals.</p> <p>The post holder will act as the EHC Assessment Coordinator and manage a complex multi-agency assessment process. This will involve leading the statutory annual review process of EHC Plans and attending person-centred review meetings at key transition points.</p> <p>This is a high profile statutory process with specific statutory requirements relating to timescales and content of EHC plan. Parents have recourse to the Special Educational Needs Tribunal, the Local Government Ombudsman and judicial review, if they are dissatisfied with the EHC plan. Therefore, EHC plans need to be expertly drafted, be evidence based and able to withstand scrutiny.</p> <p>Maintain and plan a caseload of young people</p> <p>To attend multi professional meetings including annual review and/or emergency reviews ensuring good outcomes for the young people.</p> <p>To work closely with schools and educational settings, providing support and advise.</p> <p>To provide analysis of a number of complex reports, producing draft EHC Plans to inform decision making</p>

Key external contacts: <i>Organisations</i>	Schools, other educational settings, health services, independent provision providers, training providers, voluntary and community organisations, local businesses, parent/carers and young people.
Key internal contacts: <i>Job titles or groups of staff</i>	Commissioners, Educational Psychologists, Specialist Teachers, Social Workers, School Improvement, Children Living Away from Home team, Educated Other than at Home Team, Education Welfare Services, RIASS, Connexions Service and Adult Social Care
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	The post will not have direct budgetary responsibilities but will be working within the parameters of the High Needs budget. Officers will be responsible for the High Needs Form negotiations with further educational providers You will use commissioning frameworks as directed
Key areas for decision making:	Managing timely work flow of all EHC processes in line with the Council's statutory duties and statutory time scales Attend specialist placement and decision panels
Other considerations: <i>E.g. working patterns</i>	To attend Co-production meetings, multi-agency meetings, statutory reviews and/or emergency reviews. To provide training to less experienced staff. Will be able to manage complex administration processes using digital case management systems.

Key accountabilities and result areas:	Key elements:
Partnership working	<p>This will involve:</p> <ol style="list-style-type: none"> 1. Working with key professionals to ensure that where relationships have broken down between the young person and/or parents and the education provider, acceptable ways are identified. 2. Working closely with organisations with expertise in Person Centred Planning (PCP) principles, to identify young people's attributes, long term goals and aspirations, circumstances and potential perceived barriers in order to inform their guidance and support needs 3. Establish and maintain effective working relationships with external partners (including third sector and private providers) to ensure best use of available services and support mechanisms for young people and their parents. 4. Attend service team meetings and professional development days and participate fully in the development of the service

Funding and Developments SEND PFA	<p>This will involve:</p> <ol style="list-style-type: none"> 1. To support the commissioning of effective and efficient educational provision and placement for young people with an EHC Plan, with a focus on accountability for outcomes. 2. To maintain a good understanding of the 14-25 education landscape, specialist provision and Education Funding Agency (EFA) guidance to ensure expectations of both the young person and their parents are managed well. 3. To procure services in accordance with a value for money approach to service provision. 4. Contribute to the drafting and testing of internal policies and procedures which will support the development of this role in the context of SEND Reforms. 5. Contribute to negotiations with Council services to agree joint funding contributions to support the education, care, therapy and equipment elements of each young person's placement. 6. Work with the 0-13 SEN Team and with other Council Services, voluntary and community organisations and local businesses to develop the SEND PFA Local Offer.
Co- production	<p>This will involve:</p> <ol style="list-style-type: none"> 1. Attending annual review meetings and ensure these are person-centred and focused on achieving the outcomes for the young person. 2. Working with the young person, and the parents where appropriate, to enable a successful transition to adulthood. 3. Conducting meetings with the young person or parents and other agencies as required, if an EHC Assessment is refused or if an EHC assessment does not result in a statutory EHC Plan, in order to plan a way forward, including a non-statutory plan where appropriate
Resource and Provision	<p>This will involve:</p> <ol style="list-style-type: none"> 1. To source the commissioning of effective and efficient provisions for pupils who are placed out of borough and who have an EHC plan 2. Follow up on cases following tribunals and ensure provisions directed on the EHCP are put in place
Statutory SEN Process	<p>This will involve:</p> <ol style="list-style-type: none"> 1. To advise relevant officers on the needs of children and young people on your caseload, within the framework of current legislation and statutory duties. 2. To be fully knowledgeable of relevant legislative frameworks and guidance, council policies and service guidelines and standards so that appropriate advice and support may be given. 3. To advise the Local Authority regarding children subject to SEND Tribunal appeals
Record Keeping	<p>This will involve:</p> <ol style="list-style-type: none"> 1. To keep appropriate records of written documentation, correspondence and other conversations on the service's shared case folders, within service guidelines and the policy of confidentiality 2. Keep your personal electronic calendar up to date of all meetings. The calendar should be open for all to view

General accountabilities and responsibilities	
Green Statement	<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.
Data Protection/Confidentiality	<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 Disclosure and Barring Service (DBS) 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 the grading level and competence.

Person Specification

Job Title:	EHC Coordinator SEND PFA team		
<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 working with children and young people	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 legislations appropriate to the service and practise areas. • Experience working with young people with special educational needs and disabilities and their parents/carers • Experience of working across a range of providers and partners • Experience of supporting young people into education and/or training. • Proven IT Skills to be able to use Word, Excel, Outlook mailbox 	A, I	3
Minimum competencies: Customer focus	Ability to draft a legally compliant and person-centred EHC Plan	A, I	3
Communicating and influencing	<p>Will have excellent communication and interpersonal skills</p> <p>Will be able to communicate complex information and issues in a clear and effective manner to a wide range of stakeholders. To advise, persuade, influence and be assertive as appropriate</p>	A, I	3

Building relationships, working together and in partnership	Will be able to work effectively with senior managers, staff, education providers, external partners. Establish confidence and trust. Work flexibly, constructively, and effectively with colleagues in a team and make a positive contribution	A, I	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	There are specific statutory requirements relating to timescales, and the content of plans, therefore you will need to be well-organised, able to work independently and manage complex administration processes Ability to organise and prioritise own work Ability to work to deadlines Ability and commitment to working within a team in order to plan work and meet agreed targets	A, I	3
Embracing change	As a council we are changing as we continue to redesign our services. Will learn from experience and others and uses opportunities to acquire new skills and improve knowledge. Is able to adjust to new work demands and circumstances, adaptable and receptive to new ideas		
<i>For those with managerial responsibility</i> Leadership			
Managing and developing people			
Special conditions:			
Signature of Employee:	Name:	Date:	

GUIDANCE ON COMPLETING THE JOB DESCRIPTION AND PERSON SPECIFICATION

In drawing up or revising a job description and person specification managers should:

- a) agree or revise a list of key accountabilities and responsibilities with employee(s)

- b) draft a job description and person specification using the above templates
- c) agree the job description and person specification with employee (s)
- d) get the employee to sign and date the agreed job description and person specification

This would obviously not be appropriate where new post(s) are being created and this should be made **clear on the job description by inserting 'New post' in the grade section.**

Job descriptions and person specifications should be clear, precise and uncomplicated.

Job Description

Lengthy description should be avoided. It is not necessary to list every job activity that might possibly occur in the job. It is important to identify the key accountabilities and results, which illustrate the full scope of the post.

The job description should therefore:

- use the attached template
- describe each key area of accountability succinctly that will allow a natural introduction to the key elements and will provide clarity in understanding the purpose of the job
- describe each element in a short sentence or two with sufficient precision to enable the reader to understand what is done and why it is done
- **avoid the "shopping list" syndrome, i.e. a lengthy list of tasks/functions**
- use sentences that start with an action verb e.g. manage, plan, initiate, prepare and use the present tense e.g. monitors expenditure by checking monthly summaries of orders placed to ensure adherence to budget provision
- focus on the significant or key features of the job, distinguishing between the tasks the individual actually carries out and those that he/she has set others to carry out, thus distinguishing between direct responsibility and managerial responsibility
- avoid detail of how activities are undertaken as these should be covered by an appropriate office procedure
- express performance standards using qualitative and quantitative information
- be written in clear, concise language keeping words to a minimum, avoiding duplication and acronyms
- not use language which may be viewed as discriminatory e.g. man management

The template includes space for six key areas of accountability: additional ones can be inserted but it is unlikely that any job cannot be encompassed within twelve key areas.

Person Specification

The person specification should always be kept in the same document following on from the job description. It details the education, qualifications, experience, knowledge, skills, competencies and other requirements necessary to do the job. These requirements must have a demonstrable link to the job description and they must also be objective, and measurable.

The person specification should therefore:

- use the attached template
- only include education/qualifications that are essential where the individual would not be able to operate in their profession without them, making it clear that equivalent qualifications e.g. those obtained abroad will be considered
- be explicit in the types of experience that are required, recognising that these may be acquired other than in paid work
- only specify length of experience where this is required to meet e.g. registration standards – quality, not quantity is the key
- include the type of knowledge essential for the postholder to perform the job such as certain legislation, industry specific knowledge
- indicate the specific skills and abilities required e.g. people management skills, interpersonal skills, numerical skills
- specify the level of competency required for *all* staff in the six core competencies, plus the two further competencies for those who manage others, using the competency framework
- include, where necessary, up to a further four technical competencies, using the competency framework
- for posts with access to children and vulnerable adults include specific criteria relevant to this area e.g. ability to understand the difficulties and pressures associated with caring for children/vulnerable adults and to demonstrate appropriate coping mechanisms
- only include items under special conditions that cannot be included under other sections e.g. requirement to travel between sites
- show, for each of the criterion, how it is to be measured

Care needs to be taken to ensure that criteria are not unnecessarily restrictive, excluding some people from applying. For example if there is an occasional need to attend committee meeting in the evenings, careful consideration needs to be given as to whether this is an essential part of the job as it could otherwise be viewed as indirectly discriminatory towards women.