

EHC Case Officer - Job Description and Person Specification

Job Title		EHC Case Officers x 6			
Service Area		Children's Trust		Function	SEN and Disability Services
Team	SEN and Inclusion Services	Post number		Grade	SO1
Reports to		Assistant SEN Manager			
Responsible for (include people and resources)					

Role and Dimension of the Job

To coordinate Education Health Care Needs (EHC) needs assessment planning process for individual children and young people with special educational needs and disabilities. Actively developing partnership working with parents, practitioners, children and young people and other agencies to ensure the effective delivery of the service.

Working under the direction of the Assistant SEN Manager to be responsible for a defined caseload and act as the EHC Case Officer in line with the Special Educational Needs Code of Practice and ensuring that the statutory responsibilities and the Authority's local policies and strategies are adhered to.

Ensuring that the statutory time scales are adhered to and reminding professionals of such time scales

To act as the first port of call for parents and young people requesting an EHC needs assessment and to explain the process to them, meeting with them where appropriate. Advising on the statutory and legal process and the timelines involved.

Main duties and responsibilities

1. Manage and process statutory and non-statutory casework within legal and internal timelines for an allocated caseload, including complex cases and those involving appeal hearings and other legal proceedings.
2. Provide support to the EHC Assessment Coordinator on casework issues involving written and oral communication with parents and young people and a range of professionals, including: school staff, educational psychologists, medical officers, social workers and local authority officers. Arrange, attend and minute meetings as required by the EHC Assessment Coordinator and deputise in their absence.
3. Ensure that all professionals who may be involved in a particular case are kept informed of any developments so that appropriate liaison/ joint action may occur.
4. Arrange the recommended educational placements for children and young people with special educational needs and follow established administrative procedures for regular monitoring and review.
5. Liaise with other authorities on a range of issues including placement of Children Looked After, applications for places in Redbridge mainstream and special schools and the

setting up, monitoring and reviewing of arrangements for supporting children and young people in other authorities.

6. Collate information, arrange pre-hearing meetings, prepare and update documents in relation to cases to be heard by the SEN/Joint Commissioning Panel, and attend such Panel meetings where appropriate.
7. Maintain and update on a regular basis, the information held on the SEN Service files and databases and to retrieve data and produce management information reports as required. Ensure that client confidentiality is maintained in line with Redbridge Council Policy.
8. Monitor and review all cases on a weekly basis to ensure that timescales are being met, liaising and discussing cases with named EHC Assessment Coordinator and take any necessary follow up action.
9. To be responsible for managing the smooth transfer of children and young people with EHC Plans from primary school to secondary school, infant to junior school and those transferring to Post 16 educational provision.
10. To be responsible for monitoring Annual Review procedures to ensure that each child's or young person's EHC Plan is reviewed annually.
11. Act as first point of contact for a wide range of written and oral queries from internal and external customers in relation to all SEN matters.
12. To be responsible for informing the Finance Officer when EHC Plans are finalised or ceased or when there is a change in funding so that funds can be released into or withdrawn from the appropriate school budget.
13. Maintain an up to date knowledge relating to SEN casework, including changes to national legislation and departmental policies
14. Support colleagues by contributing to the development of an efficient and effective team, contribute to and implement the SEN Service objectives as laid out in the Service Plan.
15. Act responsibly in order to build mutual confidence and respect and foster effective relationships with all.
16. To attend and contribute to working parties to review, develop and improve procedures.

General

To maintain up to date knowledge of current legislation in relation to special educational needs.

To participate in the work of the Team and liaise with other team members to ensure coverage of the full range of functions which are the responsibility of the Team.

To undertake necessary training to ensure the quality and scope of the work of the Team and to provide colleagues with training and assistance as necessary.

To ensure compliance with the Council's policies on Equal Opportunities and to ensure the implementation of such policies in dealings with children, young people, parents and schools.

Person specification

Education and Qualifications:

1. Education to GCSE or equivalent standard.

Experience:

2. Experience in an educational or related environment
3. Experience in Microsoft applications, word processing and spreadsheets

Skills:

4. Ability to communicate and work effectively with parents and professional groups.
5. High level of inter-personal skills, including conflict resolution and the ability to listen
6. Highly developed analytical skills to interpret and summarise complex information
7. Pro-active approach to problem solving
8. Excellent written/oral communication skills, including drafting detailed complex letters, minute taking and proof reading.
9. Excellent organisational skills and the ability to prioritise work and ensure deadlines are met
10. Tactful, resilient, flexible, confident, adaptable.
11. Ability to work with minimum supervision in a busy environment.
11. Ability to work as part of a team and committed to overall team objectives.

Knowledge:

13. Knowledge of the Special Educational Needs Code of Practice and its implications for schools and local authorities.
14. Knowledge of a range of local authority provisions and services.