

## **Services to Young People**

### **EHC Coordinator SEND Team Job Description and Person Specification**

**February 2025**

## Job Description

<b>Job Title:</b>	EHC Coordinator
<b>Department:</b>	People Directorate
<b>Function:</b>	Access and Inclusion
<b>Team:</b>	SEN and Disability Team
<b>Post number:</b>	Various
<b>Grade:</b>	LBR 9
<b>Hours/weeks:</b> <i>E.g. 36 hours/52.14 weeks</i>	36 hours/52.14
<b>Base location:</b>	Lynton House, 255-259 High Road, Ilford IG1 1NN
<b>Reports to:</b> <i>Job title</i>	Senior EHC Coordinator
<b>Responsible for:</b> <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

<p><b>Role purpose and role dimensions:</b> <i>Overview of the job</i></p>	<p>To coordinate Education Health and Care (EHC) needs assessments for a caseload of young people aged 0- 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 lead and have oversight of the EHC assessment process; manage a complex multi-agency assessment process; attending Co-production meetings with parents and professionals and writing quality EHC plans</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>Attend, process and do the necessary work that comes with Annual Reviews and their caseload.</p> <p>Maintain and plan a caseload of children and young people ages 0 -25.</p> <p>To monitor and maintain the SEND Duty Line</p> <p>Build relationships with parents, schools and stakeholders</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>
<p><b>Key external contacts:</b> <i>Organisations</i></p>	<p>Schools and other education settings, community settings, health services, independent provision providers</p>
<p><b>Key internal contacts:</b> <i>Job titles or groups of staff</i></p>	<p>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</p>
<p><b>Financial dimensions:</b> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i></p>	<p>In liaison with senior SEN coordinators, you will ensure that appropriate special educational provision is provided for allocated pupils within the Authority's budget.</p> <p>You will use commissioning frameworks as directed.</p>

<b>Key areas for decision making:</b>	Managing timely work flow of all EHC plans and assessments in line with the Council's statutory duties and statutory time scales. Attend specialist placement and decision panels
<b>Other considerations:</b> <i>E.g. working patterns</i>	To attend Co-production meetings, multi-agency meetings, statutory reviews and/or emergency reviews and to accompany less experienced staff if required.  To provide training to less experienced staff.  You will be able to manage complex administration processes using digital case management systems.

<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
<b>Partnership working</b>	<p><b>This will involve:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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.</li> <li>4. Attend service team meetings and professional development days and participate fully in the development of the service</li> </ol>
<b>Staff Management</b>	<p><b>This will involve:</b></p> <p>Although there is no direct management of staff, you will be responsible for training others in the administrative processes</p>
<b>Funding and Developments</b>	<p><b>This will involve:</b></p> <ol style="list-style-type: none"> <li>1. To support the commissioning of effective and efficient educational provision and school placement for young people with and EHC plan.</li> <li>2. To maintain the good understanding of the education landscape, specialist provision, legislation and governmental guidance to ensure SEND services for both the young person and their parents are statutory compliant.</li> <li>3. To develop and maintain professional knowledge, skills and experience to satisfy requirements of the role</li> </ol>

<b>Resource and Provision</b>	<p><b>This will involve:</b></p> <ol style="list-style-type: none"> <li>1. To source the commissioning of effective and efficient provisions for pupils who are placed out of borough and who have an EHC plan</li> <li>2. Follow up on cases following tribunals and ensure provisions directed on the EHCP are put in place</li> </ol>
<b>Statutory SEN Process</b>	<p><b>This will involve:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. To advise the Local Authority regarding children subject to SEND Tribunal appeals</li> </ol>
<b>Record Keeping</b>	<p><b>This will involve:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Keep your personal electronic calendar up to date of all meetings. The calendar should be open for all to view</li> </ol>
<b>General accountabilities and responsibilities</b>	
<b>Green Statement</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Data Protection/Confidentiality</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>

<b>Conduct and Whistleblowing</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Safer Working</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Equalities</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Customer Care</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.</li> </ul>
<b>Health and Safety</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Being responsible for your own Health &amp; 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.</li> </ul>
<b>To contribute as an effective and collaborative member of the team</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>
<b>Flexibility</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

## Person Specification

<b>Job Title:</b>	Education. Health and Care Coordinator		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = Essential, 2 = Desirable</i>		<b>A - I - T</b>	<b>Weighting</b>
<b>Minimum education/ qualifications:</b>	Educated up to A level or equivalent experience working within an administrative role in a similar field.	A	3
<b>Minimum experience/ knowledge/ skills:</b>	<ul style="list-style-type: none"> <li>Experience of working within an administrative role with local authority departments, SEND, Social Care or Education/School.</li> </ul>	A, I	2
	<ul style="list-style-type: none"> <li>Experience of working within a legal framework requiring a high degree of accuracy and accountability.</li> </ul>	A, I	2
	<ul style="list-style-type: none"> <li>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.</li> </ul>	I	2
	<ul style="list-style-type: none"> <li>Experience of working across a range of providers and partners</li> </ul>	A	2
	<ul style="list-style-type: none"> <li>Proven IT Skills to be able to use Word, Excel, Outlook mailbox and the ability to use client database systems</li> </ul>	A, I	2
<b>Minimum competencies:</b> Customer focus	Will be able to demonstrate a high level of customer focus and service	I	3
Communicating and influencing	Will have excellent communication and interpersonal skills both written and verbal	I	3
	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	I, T	3
	Will have strong written skills and be able to communicate with a high degree of accuracy within a legal context.	I, T	3

Building relationships, working together and in partnership	Will be able to work effectively with senior managers, staff, schools, external partners. Establish confidence and trust. Work flexibly, constructively, and effectively with colleagues in a team and make a positive contribution	I	3
	Will co-operate and work well with others in pursuit of team goals, sharing information and supporting others.	I	3
	Will promote a positive image of the Council and service	I	3
Respecting & implementing diversity	Redbridge Council is committed to equality of opportunity for all its residents. You will need to be familiar with Equality and Diversity Policies	I	3
Planning, organising & achieving results	There are specific statutory requirements relating to timescales set via the SENDIST tribunal service , therefore you will need to be well-organised, able to work independently and manage complex administration processes	I	3
	Ability to organise and prioritise own work	I	3
	Ability to work to deadlines	I	3
	Ability and commitment to working within a team in order to plan work and meet agreed targets	I	2
Embracing change	<p>As a council we are changing as we continue to redesign our services.</p> <p>Will learn from experience and others and uses opportunities to acquire new skills and improve knowledge.</p> <p>Is able to adjust to new work demands and circumstances, adaptable and receptive to new ideas</p>	I	3