Northumberland County Council

**JOB DESCRIPTION**

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| **Post Title:** EHCP Co-ordinator | | **Director/Service/Sector:** Education and Skills Service, Wellbeing and Community Health Services | | **Office Use** |
| **Band: 8** | | **Workplace:** County Hall | | JE ref: 2887  HRMS ref: |
| **Responsible to:** SEND Team Manager | | **Date:** July 2014 | **Manager Level:** |
| **Job Purpose:**   * To co-ordinate Northumberland’s process for Education Health and Care Plans (EHCP) for an identified caseload of children and young people, resulting in quality assured and outcome focussed plans 0-25 * To commission education health and social care assessments for that caseload of children within statutory timescales to contribute to the writing and resourcing of the EHCP * To take responsibility for the development of good practice and expertise in one of three identified development areas:   1. Local Officer   2. Transition/Post 16   3. Early Years * To direct the work of and act as line manager to an attached EHCP Officer and EHCP Assistant(s) | | | | |
| **Resources** | Staff | The post holder will be responsible for the management of one EHCP Officer and up to two EHCP Assistants (fixed term) | | |
| Finance | | The post holder will co-ordinate the information and resources required to meet the needs identified in the EHCP | | |
| Physical | | The team is based in office accommodation within County Hall. | | |
| Clients | | Children and young people whose SEND fall within the statutory framework, parents, schools and partner agencies involved with children and young people concerned. | | |
| **Duties and key result areas:**   1. Ensure the Education Health and Care assessment process is carried out efficiently and in line with the published Northumberland process and the SEND Code of Practice 2014, including meeting the prescribed timescales. 2. Work in partnership with parents and ensure that children, young people and their families are fully involved in the assessment process and that the child or young person is fully involved in any decisions made about him or her. This will involve acting as a key worker for some cases. 3. Have a thorough understanding of and commitment to personalisation and person centred approaches, use these approaches at all times and support other professionals to develop their skills in this area, contributing to training as required. 4. Act as a critical friend to schools and settings – SENCOs 5. Co-ordinate the response when non-statutory pathway the pathway 6. Developmental area 7. Role in decision making at referral stage? 8. Partnership working with other teams and agencies to ensure pupil needs are identified early and met appropriately 9. Represent LA at case conferences and strategy meetings 10. Meet with parents and the child or young person at intervals during the assessment process, as set out in the Northumberland EHC assessment process. 11. Gather the views of the child and the parents / carers as part of the assessment process, and support the child and parents / carers to present their views in the way which is most appropriate for them. Help the family to identify the outcomes they would like to see for their young person in every aspect of their life, balancing high aspirations with realistic expectations about resourcing. 12. Assess what information would be helpful to the child and parents / carers to enable them to participate fully in the process, signpost them to relevant information and assist with understanding and interpretation. 13. Work with the family to identify what assessments are required, and what outcomes the family would like to see from those assessments, helping the family to understand what is involved in assessments by different types of professionals. 14. Commission 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. 15. Ensure that where appropriate a Continuing Health Care assessment is undertaken, utilising knowledge of CHC criteria and their likely application in individual cases. 16. Discuss the completed assessments with parents and present a summary to the commissioners/decision makers for allocation of indicative budgets. 17. With the support of the EHCP Officer, draft a high quality EHC Plan for discussion with the family, ensuring that EHC Plans are clear, accessible and outcome focused. 18. Work with the family to agree a final version of the EHC Plan and ensure that all parties are clear about their role in implementation. 19. Conduct meetings with the family, and other agencies as required if an EHC Assessment does not result in a statutory EHC Plan. Mediate between the parents and the school in cases where relationships have broken down to identify a way forward which is acceptable to both parties. 20. Liaise closely with the EHCP Officer throughout the process. 21. Participate in annual reviews of EHC Plans as required and direct the EHCP Officer to ensure that there is a quality assured and timely process in place for each case. 22. Support the transition process from statements and LDAs to EHC Plans through EHCP Officers and EHCP Assistants allocated to school partnerships. 23. Provide feedback to managers to support evaluation of the process and advise managers on how the process can be developed and improved ie participate in strategic development of the EHC processes. 24. Use the data collected to assess the impact of the EHCP on pupil achievement and contribute to the SEND Team Manager’s performance management framework. 25. Ensure that the child or young person’s welfare remains paramount and that any safeguarding issues are appropriately managed in line with Working Together to Safeguard Children and Local Safeguarding Children’s Board procedures. 26. Promote equality as an integral part of the role and to treat everyone with fairness and dignity. 27. To represent the Director of Children’s Services and Head of Employability and Skills Service at meetings and to undertake such other duties and responsibilities that are consistent with the nature, level and grade of the post. 28. To adhere to the rules, procedures and Code of Conduct of the County Council.   The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | | The work involves the need to visit schools or work sites throughout the County on a regular and routine basis.  Other than travel between sites, the work is office-based. | | |

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**PERSON SPECIFICATION**

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| **Post Title:** EHCP Co-ordinator | **Director/Service/Sector:**  Education and Skills Service  Wellbeing and Community Health Services Group | **Ref**: 2887 | |
| **Essential** | **Desirable** | | |
| **Knowledge and Qualifications** | | | |
| Education to degree level or equivalent.    Good working knowledge of a range of SEND  Detailed knowledge of the Children and Families legislation including the SEND Code of Practice  Knowledge of other related legislation, including legislation governing Adult Social Care, the Children Act and safeguarding processes  Knowledge of the Equality Act particularly in relation to children and young people with disabilities  Understanding of and commitment to person centred approaches, personalisation and key working functions  Thorough knowledge of the services and agencies which might be involved in EHC assessments and EHC Plan delivery | SENCO qualification  Professional qualification in Education, Social Care or Health  Knowledge of other related legislation, including legislation governing Adult Social Care, the Children Act and safeguarding processes  Knowledge of resource allocation processes including the Continuing Healthcare Decision Support Tool | | |
| **Experience** | | | |
| Minimum of 2 years’ experience in SEND and either in Education, Social Care or Health  Extensive experience of working with parents and families  Extensive experience of multi agency working |  | | |
| **Skills and competencies** | | | |
| High level oral communication skills including the ability to communicate effectively in a variety of situations, face-to-face, telephone or large group  Excellent written communication skills including ability to draft clear and concise plans  Negotiation skills: ability to manage oral and written negotiations sensitively, appropriately and successfully  Interpersonal skills: the skills to relate effectively to parents, professionals and colleagues  Mediation skills  IT skills including ability to use Microsoft Office software  Tact and diplomacy; the ability to deal with sensitive and confidential issues that require a variety of approaches.  Ability to remain effective and professional in challenging and difficult situations.  Ability to establish good working relationships  Analytical thinking and ability to make sound judgements based on appropriate evidence  The ability to identify creative, personalised solutions to achieve a young person’s identified outcomes and to influence others to think creatively  The ability to set and meet deadlines.  Ability to work independently and on own initiative, requiring minimal supervision.  Well organised and methodical  Ability to work in a pressurised environment  High level of personal resilience  Commitment to promoting and implementing equal opportunities.  Commitment to customer care practices.  Commitment to person centred approaches, personalisation and key working functions | Ability to use SEN Module of Capita One system and RAISE system. | | |
| **Physical, mental and emotional demands** | | | |
| The post holder will need to work under pressure, managing conflicting priorities within tight timescales and speedily making decisions on complex and challenging cases. This area of work can be emotionally draining and the post holder will need resilience to deliver justifiable decisions to parents, schools and colleagues which may not meet their expectations. | | | |
| **Other** | | | |
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