**Job and Person Profile (JPP)**

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| **Job details** |
| **Job title** | SEND EHCNA Request Assistant Coordinator (**Assistant Coordinator**) |
| **Job Reference** | 20109 |
| **Grade and Salary** | 4 – £28,598 per annumThis role includes performance related pay progression |
| **Service and Team** | Special Educational Needs and Disability (SEND) |
| **Location** | Endeavour House, Russell Road, Ipswich, IP1 2BX -Hybrid |
| **Hours per week** | 37 Hours per week |
| **Status** | **Permanent** |
| This role may offer the following flexible working options | * Working part time hours (eg different hours/days to those advertised)
* Job sharing
* Working compressed hours (eg a nine-day fortnight)
* Term time working (including partial term-time working)
* Use of flexitime / time off in lieu
* Hybrid working options, including some home working
* Working from different Council buildings
* Working adjusted core hours (eg starting later and finishing later or other patterns)
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| **About us** |

As a modern and effective council, we understand the importance of being flexible and well-connected in the ways we work. We focus our ambitions on doing what’s right for people, our partners and our communities - both now and for the future.

That’s why, as one of the largest employers in Suffolk, we believe in empowering everyone. Through career variety and collaborative working, accessible career paths and professional development.

The support and care we offer encourages and enables you to be the best you can be. To make a meaningful impact on the world around you. To achieve a unique sense of pride in what you do, why you do it and where. **Reimagine the possibilities.**

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| **Organisational Context** |

The responsibility of the Children and Young People’s Directorate (CYP) is to ensure the safety, well-being and learning of children and young people. Suffolk County Council has pledged its commitment to improve services for Children and Young People with SEND and features in the Suffolk corporate strategy as a key priority for Suffolk major programmes. [Our plans and priorities - Suffolk County Council](https://www.suffolk.gov.uk/council-and-democracy/our-aims-and-transformation-programmes/the-councils-plans-and-priorities?nodeId=9b715c2c-b666-50f7-b774-564d6b10850d&entryId=4400f387-b801-5357-8fbd-914358bcfd55)

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| **Main purpose of the job** |

To act as a catalyst for change working directly alongside children, young people and their families.

Overseeing the procedures and processes associated with EHC Needs Assessment Requests ensuring that the LA meets all statutory requirements required under the SEND Code of Practice, SEND Regulations and Children and Families Act 2014.

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| **Typical responsibilities of a role at this level** |

**Communicating and engaging with children, young people and their families, with colleagues and with communities.**

* Work directly with children, young people and families using the Suffolk Signs of Safety and Wellbeing framework.

**Assessment, Planning and Review**

* Use Suffolk signs of safety principles, disciplines and tools.

**Effective Practice**

* To work alongside children, young people, parents and families where there are early signs of social, emotional, health or behavioural issues to bring about sustainable improvement.
* Work within the service guidelines, statutory guidance and legal frameworks.
* To support families with complex problems where statutory intervention is required..
* Engage in individual and group supervision with managers and practice leads.

**Reporting and Accurate Recording**

* To maintain up to date records and data using electronic devices and systems as directed and to provide reports as required.
* To contribute to ensuring successful completion of Quality Assurance processes within team.

**Information, Advice and Signposting**

* To provide information and signposting for children, young people and families to relevant universal and specialist services in the local area and beyond where appropriate.

**Multi-Agency and Partnership Working**

* Actively build relationships and networks with other professional groups and services in the locality.

**Managing Risk and Safeguarding**

* To identify risk and safeguarding concerns and escalate immediately where appropriate.
* To undertake other tasks allocated manager or senior colleagues, in keeping with the responsibilities of the grade:
* Work in accordance with the Council’s statutory responsibilities, policies and service procedures and comply with equality and diversity policies, procedures and legislation.
* Maintaining customer confidentiality in accordance with the Data Protection Act and SCC guidance.
* Participate in performance appraisal and consultation with team managers as required.
* Participating in training and development opportunities, in order to improve personal knowledge, skills and effectiveness.

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| **Autonomy**  |

The practitioner will:

* Be expected to use their experience, knowledge and skills alongside CYPS guidelines in every engagement with children, young people and families to determine the level of intervention required.
* Offer face to face, telephone and written support and information as appropriate to role.
* Be responsible for keeping accurate and timely records of work with children, young people and families and writing relevant reports using electronic or other systems as directed.
* Be responsible for recognising and appropriately responding to safeguarding and risk issues.
* Have access to a line manager for decisions that fall outside their delegated responsibilities.
* Be required to organise their own workload in discussion with manager.
* Identify unanticipated problems and escalate to senior colleagues.

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| **About the team**  |

The Special Educational Needs and Disabilities (SEND) team works closely with families, schools, and other professionals to assess children's needs and develop Education, Health and Care Plans (EHCPs).

The EHC Needs Request Team is responsible for managing the first stage of the Education Health and Care (EHC) Needs Assessment process. This stage involves receiving and reviewing all requests for an EHC Needs Assessment for children and young people who may have special education needs (SEND).

Assistant Coordinators oversees the coordination of this initial phase. They ensure that requests are handled promptly, that all required information is collected from schools, parent/carers, and professionals, and that each request is reviewed in line with the SEND Code of Practice.

The team work collaboratively with families, education settings, and other services to ensure the child or young person’s needs are considered.

We work alongside; Special Education Services, SEND Funding and Provider Services and Educational Psychology and Therapeutic Services, Social Care and Health. We are all dedicated to helping children and young people achieve their individual outcomes

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| **What you will be expected to deliver in the role** |

**Day to day tasks may include:**

* Following the procedures and processes related to EHCNA Requests for children within Suffolk.
* Supporting the EHCNA Request team and Assessment team to ensure that the LA meets all legal requirements in accordance with the SEND Code of Practice, SEND Regulations and Children and Families Act 2014.
* Ensure the EHCNA Request process is person centred in all aspects.
* Support the triaging of EHCNA Requests received into the service.
* Maintain high quality communication and engagement with families.
* Take part in performance management review meetings and weekly supervision meetings, demonstrating the ideal worker qualities.
* Liaising with colleagues and professionals in Health, Social Care and Education access teams when necessary.
* Challenging and supporting schools, professionals and families in relation to the SEND Code of Practice, to ensure compliance and prevent and reduce legal challenges against the LA.
* Maintain, develop and enhance relationships with SENCOs / Education sector.
* Be required to support with developments and new ways of working as identified by the SEND Strategy.
* Being a champion of the Ideal Worker and demonstrate the principles ensuring children and young people are listened to and supported.

Although this list provides examples of what you will be doing it’s not intended to be exhaustive, and you will have personal objectives linked to our People Plans and Strategies that will be discussed and agreed with your line manager when you start.

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| **Person Profile – what you will bring to the team** |

**Qualifications and professional memberships**

1. Suitable practitioner level qualification at Level 3 or equivalent experience in relevant area of work.
2. Evidence of continuing professional development.

**Values and personal qualities**

1. Demonstrates a passion for making a positive difference for Suffolk.
2. Shares our [[WE ASPIRE](https://www.suffolk.gov.uk/jobs-and-careers/working-for-suffolk-county-council/our-weaspire-values/)](https://www.suffolk.gov.uk/jobs-and-careers/working-for-suffolk-county-council/our-weaspire-values/) Values and strives to lead by example in relation to these.
3. A strong commitment to fairness and Equality, Diversity and Inclusion (EDI).
4. Strives to continuously improve in everything they do, taking the initiative to learn and develop.
5. Brings creativity into their work through innovation and openness to change.
6. Collaborates well with others and offers assistance and support to colleagues
7. Passionate about making a positive difference for Suffolk.
8. Committed to listening to children and families and to working collaboratively with them to address concerns.
9. Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.

**Specialist knowledge skills and experience**

1. Demonstrates knowledge of Signs of Safety and practical understanding of solution focused approaches of intervention.
2. Ability to clarify risks and concerns and focus on solutions to create a climate in which change can happen.
3. Ability to recognise Child Protection and risk issues and alert concerns to manager.
4. Understanding of the early intervention and preventative agenda.
5. Broad knowledge of the social and emotional factors that affect a child’s capacity to learn and develop.
6. Understanding the diverse range of needs of clients and backgrounds
7. Evidence of the ability and commitment to support and motivate children, young people and their families.
8. Proven use of effective communication to de-escalate challenging situations and provide appropriate advice and facilitation
9. Sensitivity to disability, sexuality, gender and ethnicity issues.
10. Proven ability to make constructive contribution to meetings and negotiate with a range of stakeholders, settings and contexts.
11. Accurate and specific information recording and record keeping skills.
12. Demonstrates awareness of the importance of using plain language and the ability to do so.
13. Experience of solution focused approaches in practice.
14. Relevant experience of working directly with children, young people and their families.
15. Evidence of collaborative work with families.
16. Ability to find solutions, plan and develop interventions with families.
17. Knowledge of relevant legislation, regulations and guidance as appropriate to role. (Desirable)
18. Knowledge of associated agencies and their working practices. (Desirable)
19. Awareness of a range of assessment frameworks. (Desirable)
20. Experience of using Suffolk Signs of Safety and Wellbeing principles, disciplines and tools. (Desirable)
21. Experience of group work. (Desirable)
22. Experience of working with children and families where there have been Safeguarding concerns. (Desirable)
23. Experience of working alongside parents who may have mental health, learning or physical disability or sensory impairment. (Desirable)
24. Experience of assessment and/or observation of the developmental needs of children. (Desirable)
25. Experience of working with a range of agencies and communities. (Desirable)

**Additional requirements**

1. A DBS check will be undertaken for the successful candidate.
2. Good organisational skills and the ability to prioritise work and meet deadlines.
3. Willingness to undertake training as required to update knowledge and skills.
4. Evidence of successfully working alone as well as part of a team.

If you think you have what it takes to be successful in this role, even if you don’t meet all the criteria, please apply. We’d appreciate the opportunity to consider your application.

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| **Travel requirements** |

On occasions, there may be a requirement for you to travel using reasonable and suitable means available to you.

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| **Our values – WE ASPIRE** |



At Suffolk County Council our WE ASPIRE values set out the behaviours we expect from everyone in the organisation regardless of who they are, what their role or grade is or where they work.

The values have been developed through feedback and input from employees at the council and underpin how we go about our everyday work. They define us and help us to be the best we can be.

Visit our [**careers pages**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) for more information on our WE ASPIRE values.

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| **Our Customer Commitment** |



In addition to our WE ASPIRE values, we also have a **Customer Commitment** which sets out a number of strong principles that help support high standards of customer service and care that we can all endeavour to consistently demonstrate.

For more information, view our [**Customer Commitment poster.**](https://sccrecruit.blob.core.windows.net/assets/SCC/Other-Docs/17.06.2020_%20CUSTOMER_COMMITMENT_POSTER.pdf)

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| **More information for recruitment applicants** |

We offer a fantastic working environment including diverse and active staff networks,

great flexible working options and many benefits, as well as the opportunity to improve the lives of Suffolk residents.

Visit the [**Suffolk County Council career website**](https://www.careers.suffolk.gov.uk/) to learn more, including information about adjustments to recruitment processes, our interview schemes and other commitments to equality, diversity and inclusion.