PERSON SPECIFICATION

Senior EHCP Case Officer

All the criteria below, both essential and desirable, will be assessed via your application form; further methods will be used to support this in the interview/selection stage should your application progress. Please refer to this document and the job description when completing your application, giving examples. A re-wording of the criteria listed will not guarantee an interview.

[Method of Assessment: S - Scenario, I - Interview, P - Portfolio, T - Test, D – Documents]

Qualifications and training

Method of Assessment – D, I

Essential

- Appropriate degree, professional qualifications, or equivalent experience.
- At least 7 years post qualification experience working at a senior level either in a local authority or educational setting, or working with families and children/ young people in a similar organisation/ setting

Desirable:

- Teaching Qualification/ SEN qualification or equivalent in a related field
- Evidence of continued relevant professional development

The New GCSE Grading System

- Grades 7-9 are equivalent to the old grades A and A*.
- The bottom of grade 7 aligns with the bottom of grade A.
- Grades 4-6 are equivalent to the old grades B and C.
- The bottom of grade 4 aligns with the bottom of grade C

Experience and knowledge

Method of Assessment – D, I

Essential:

- experience working at a senior level either in a local authority or educational setting, or working with families and children/ young people in a similar organisation/setting
- significant experience of managing complex SEN cases
- Significant Knowledge and understanding of the key legislative frameworks relating to the provision of SEND services to children and young people (Children and Families Act 2014, Education Act 1996, SEN(D) Codes of Practice), and their application to effective casework
- Extensive Knowledge of the statutory process for Education, Health and Care assessments, EHC plans and annual reviews
- Experience of successfully managing casework or a caseload
- Substantial experience of developing constructive and positive relationships and working collaboratively with Local Authority colleagues, head teachers, SENCOs, children, young people and their parents, and other stakeholders
- Advanced understanding of the nature and importance of partnership working and managing multiple stakeholders and evidence of good practice in this area.
- Advanced understanding of issues relating to special educational needs

Desirable:

- Knowledge of the pathways through the education system for children and young people, and a good understanding of Preparation for Adulthood
- Knowledge, skills and understanding in a significant area related to SEN and relevant Education legislation
- Working knowledge of other relevant legislative frameworks such as the Care Act and safeguarding legislation and their relevance to and impact on SEND legislation
- Understanding of the legislation relating to Admissions, School Attendance and Exclusions and the impact on pupils with SEN

Specialist skills and abilities

Method of Assessment –D, I

Essential:

- Substantial experience in a role with supporting young people with special educational needs.
- Substantial knowledge of special educational needs and how these impact on a child/young person's ability to achieve.
- Significant experience of providing guidance and challenge to educational settings
- Proven ability to work to statutory timeframes and deadlines
- Extensive knowledge of the statutory process for Education, Health and Care assessments and plans.

- Knowledge of educational pathways and support for children and young people with special educational needs
- Knowledge of local education settings including schools and colleges and employment and training opportunities.
- Knowledge of the Preparing for Adulthood agenda and how to embed it across all educational phases.
- Significant knowledge of the Annual Review process of an Education Health and Care Plan
- Significant experience of dealing with conflict resolution and ensuring the outcome is appropriately child/young person focussed.

Desirable:

- Good understanding of the legislation relating to Admissions, School Attendance and Exclusions and the impact on pupils with SEN

Personal skills and attributes

Method of Assessment – D, I

Essential:

- Ability to build relationships with internal and external service users in relation to complex decisions and influence positive outcomes
- Ability to manage and balance priorities and work under pressure to deliver to a high standard and within timescales
- Able to use advanced skills in relation to people management
- Ability to gather, understand and use data to make informed and effective decisions
- Able to use advanced skills or extensive experience in relation to budget management and financial decisions relating to the public purse
- Advanced communication skills, being able to provide clear, concise and effective written and verbal communication
- High level organisational skills with the capacity and resilience to manage a wide range of daily enquiries, competing demands and deadlines within timescales
- Good interpersonal skills and experience of supporting shared problem solving with a range of people including children and young people, parents and practitioners.
- An ability to work with change and be flexible and adaptable
- A commitment to equality and diversity
- Able to follow direction, procedure and protocols including safeguarding procedures
- An ability to manage own personal caseload and work under own initiative as appropriate

Desirable:

- Strong ethos of sharing knowledge with team members and others to support understanding and effective team working.

Decision making impact and innovation

Method of Assessment – D, I

Essential:

- Ability to develop and implement ideas that will result in a significant impact on the service and organisation development
- To be able to work with a wide range of staff within and outside the council to progress key service aims and influence change
- To be able to make decisions following policy without the need for constant supervision
- To be able to make a positive contribution with early years settings, schools and colleges
- To be able to maintain positive relationships with key stakeholders that are business critical

Desirable:

- Committed to ensuring that all children and young people receive the right support in the right place and at the right time to meet their needs within the legislative framework

Special working conditions

Method of Assessment – D, I

Essential:

- Ability to work from home on a regular basis, with the requirement to attend your primary work base as and when required.
- During a Pandemic, Epidemic or Major Incident or Emergency you may be asked to work from home or other location and on occasion to undertake duties that are not stated in your Job Description or Person Specification where there is a skill, competency, and experience match

Desirable:

- Prepared to undertake occasional evening and weekend work, as required – eg attend events, parent evenings and events that raise the awareness of the SEN Team functions or project specific work.
- Willing to undertake on-going learning, training and development.