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| **Department** | | **Children’s services, Special Educational Needs and Disability Assessment Service (SENDAS)** |
| **Job Title** | | **SPECIAL EDUCATIONAL NEEDS AND DISABILITY CONVERSION officer (EHCP CONVERSIONS)** |
| **Grade** | | **8** |
| **Primary Purpose of the Job** | | To carry out conversions of Statements of Special Educational Need to Education, Health and Care Plans in accordance with the Children and Families Act 2014 and Special Educational Needs Code of Practice 2014. |
| **Responsible to** | | Manager – Special Educational Needs and Disability Assessment Service (SENDAS) |
| **Responsible for** | | Conversion of Statements to Education, Health and Care Plans |
| **Principal Responsibilities** | | * To attend, and contribute to, Person Centred Annual Reviews for children and young people with Statements of SEN who are at the end of a Key Stage. * To be responsible for collating and evaluating the information obtained from reports and person centred annual reviews, using this information to convert a Statement to an Education, Health and Care Plan and arranging implementation of provision/placement in liaison with parents, schools and other agencies. * Providing information for, and attending, Panel Meetings to ensure that the appropriate support and funding arrangements are in place for the provision set out in the Education, Health and Care Plan. * Training and advising school staff and parents in relation to the new Code of Practice and conversion process. * Undertaking casework associated with conversions to an EHCP. |
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| **Main Duties** | | |
| 1. | To evaluate written and verbal advice and information from a range of people including parents, young people and professionals. | |
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| 2. | To convert Statements of SEN to Education, Health and Care Plans. | |
| 3. | To develop and deliver training regarding the new Code of Practice for SENCOs, headteachers, governors and others as appropriate. | |
| 4. | To advise parents/schools/professionals on the Education, Health and Care assessment process and the conversion process and ensure the preparation of information to parents and schools meets the statutory requirements. | |
| 5. | To ensure that all new Education, Health and Care plans meet the statutory requirements outlined in the SEN Code of Practice 2014. | |
| 6. | To attend, contribute to and on occasion facilitate person centred annual review meetings | |
| 7. | Individual casework management | |
| 8. | To work with parents, schools and other agencies to resolve assessment, placement and funding/personal budget issues of individual pupils. | |
| 9. | To co-ordinate, monitor and be held responsible for the conversion of Statements of SEN to Education, Health and Care Plans, reporting to the Manager of SENDAS on a monthly basis. | |
| 10. | To consult with mainstream and special schools on placement/transfer of pupils. | |
| 11. | To work closely with education, health and social care professionals and ensure good communication links are in place. | |
| 12. | To prepare the relevant documentation for, and represent, the authority at first tier SEND Tribunals. | |
| 13. | To represent SENDAS at appropriate meetings. | |
| 14. | To implement and contribute to the development of Children’s Services special educational needs policies and procedures. | |
| 15. | To be aware of and act upon as necessary the Authority’s Safeguarding Procedures. | |
| 16. | **Customer Care -** To continually review, develop and improve systems, processes and services in support of the council’s pursuit of excellence in service delivery. To recognise the value of its people as a resource. | |
| 17. | **Promoting equality and diversity -** To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect and to ensure that what our customers tell us is valued by reporting it back into the organisation. To promote and participate in the council’s work to eliminate discrimination; advance equality of opportunity; and foster good relations between our diverse communities. | |
| 18. | **Developing Self and Others** - To use processes and put processes in place to generate a learning environment. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. To actively pursue your own development. To be self-aware and role model continuous self-development. | |
| 19. | **Responding to Civil Contingencies -** Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council's Emergency Management Plan is activated, you could be required to assist, or assist others, in the continued maintenance or delivery of key Council services and of support to the community. This could require working outside of routine working hours and could entail working from places other than your normal place of work.  N.B. Emergencies requiring activation of the Bolton Council Emergency Management Plan only occur very infrequently. If you are asked to respond to an emergency, your personal circumstances at the time will be taken into account. | |

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| **Date Job Description updated** | January 2017 |
| **Job Description prepared by** | Sue Cornwell |

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| **Department** | CHILDRENS SERVICES – Special Educational Needs and Disability Assessment Service (SENDAS) |  |
| **Job Title** | SPECIAL EDUCATIONAL NEEDS AND DISABILITY CONVERSION OFFICER (EHCP CONVERSIONS) |  |

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| **Stage One** | | | Disabled Candidates are guaranteed an interview if they meet the essential criteria. | | |
| **The Minimum Essential Requirements for the above Post are as Follows:** | | | | | **Method of Assessment** |
| **1.** | **Skills and Knowledge** | | | | |
| 1. | Knowledge and understanding of current SEN legislation in order to provide appropriate advice to parents, schools, multi-agency professionals and executive members. | | | | Application Form/Interview |
| 2. | Knowledge of Early Years & National Curriculum requirements and curriculum based assessments. | | | | Application Form/Interview |
| 3. | Ability to implement a Code of Practice within an educational setting | | | | Application Form/Interview |
| 4. | Ability to work with children and families with a range of Special Educational Needs. | | | | Application Form/Interview |
| 5. | A good understanding of, and experience of attending and facilitating, person centred reviews. | | | | Application Form/Interview |
| 6. | Ability to evaluate and review assessment advice in order to make appropriate decisions in line with statutory requirements and council policy. | | | | Application Form / Exercise/ Interview |
| 7. | Ability to influence and negotiate with service users to resolve assessment, placement and funding/personal budget issues. | | | | Interview |
| 8. | Ability to communicate effectively both orally and in writing at all levels of the organisation including parents, the public and other professionals. | | | | Application Form / Interview |
| 9. | Ability to build relationships and network with a variety of agencies to deliver appropriate outcomes. | | | | Interview |
| 10. | Ability to maintain positive and professional behaviours and values in all circumstances, displaying self awareness and modifying own behaviours in accordance with circumstance. | | | | Interview |
| 11. | Demonstrate effective self management within a pressurised working environment, applying own initiative to ensure outcomes are delivered within agreed deadlines. | | | | Application Form / Interview / Exercise |
| 12. | Ability to apply innovative techniques and solutions when implementing significant change. | | | | Interview |
| 13. | Ability to analyse and interpret data in order to produce and support appropriate management information. | | | | Exercise |
| 14. | Knowledge of equal opportunities and positive action as it applies to children and young people with special educational needs. | | | | Application Form / Interview. |
| 15. | **Promoting equality and diversity –** Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough. Listen to contributions made to service development without prejudice. Challenge behaviours and processes which do not support the council’s work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour. | | | | Application Form/Interview |
| 16. | Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. | | | | Application Form/Interview |
| 17. | Developing Self and Others - Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example. | | | | Application Form/Interview |
| **2. Experience/Qualifications/Training etc** | | | | | |
| 1. | | Qualified Teacher Status or post-graduate qualification in a relevant work related area. | | Application Form | |
| 2. | | Experience in the role of a Special Educational Needs Co-ordinator. | | Application Form/Interview | |
| 3 | | Extensive experience of dealing with parents, schools and other agencies. | | Application Form/ Interview | |
| 4 | | Experience of implementing or working with SEN legislation. | | Application Form/ Interview | |
| 5. | | Experience of managing a busy workload | | Interview/Exercise | |
| 6. | | Confident use of software applications including databases, spreadsheets, word processing, e-mail, internet etc. | | Application Form / Interview/ Exercise | |
| **3. Work Related Circumstances** | | | | | |
| 1. | | An ability to attend meetings both within and outside of the Bolton area. (This post is subject to casual car user allowance). | | Application Form | |
| 2. | | Willingness to work flexibly to meet service level demands at any given time. | | Application Form | |
| 3. | | This department is committed to safeguarding and promoting the well fare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to the Disclosure and Barring vetting procedure. | | Satisfactory DBS clearance. | |
| 4. | | Bolton Council is a smoke free employer. | | Interview | |

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| **STAGE TWO** | Will only be used in the event of a large number of applicants meeting the minimum essential requirements |

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| **Additional Requirements** | | **Method of Assessment** |
| **1. Skills and Knowledge** | | |
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| 2. |  |  |
| **2. Experience/Qualifications/Training etc** | | |
| 1. | Experience of using and working with the EMS computer system | Application Form |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |

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| **Date Person Specification prepared:** | | May 2014 |
| **Person Specification prepared by:** | | Sue Cornwell/Gill Murphy |
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