

## Job Description Template

### Job Description

<b>JOB TITLE:</b>	SEN Preparing for Adulthood Officer
<b>GRADE:</b>	I
<b>POST NUMBER:</b>	
<b>DIRECTORATE:</b>	Children and Culture
<b>SERVICE:</b>	Education and Partnerships
<b>RESPONSIBLE TO :</b>	14 – 25 SEN and High Needs Manager
<b>RESPONSIBLE FOR:</b>	No supervisory duties
	DBS Basic / Enhanced check required This post is not politically restricted
<b>JOB SUMMARY:</b>	<p>To assist in the development of key working principles to inform new ways of working aligning to new Government legislation across Education, Health and Social Care.</p> <p>Carry out person centred assessments (Education, Health &amp; Care Plan) for an allocated cohort of young people with more complex learning difficulties and/or disabilities, moving from their existing education provider into further education and/or employment with training, ensuring the placement recommendation incorporates support to meet identified needs across education, health and care.</p> <p>To provide Information, Advice and Guidance (IAG) and coordinate support packages for young people aged 14-25 as they progress through school settings into further education and/or employment with training.</p>
<b>ROLE REQUIREMENTS:</b>	
1.	Coordinate requests for assessment, manage assessment processes and advise all contributors. Coordinate review process for this client group. Be the first point of contact for

	young people aged 14-25 yrs with more complex learning difficulties and/or disabilities (and their families) as they start planning for transition to adult life
2.	Manage and plan a caseload of young people with complex support needs, often involving frequently changing circumstances and conflicting priorities, particularly supporting families in crisis.
3.	By using Person Centred Planning (PCP) principles, identify young people's attributes, long term goals & aspirations, circumstances and potential perceived barriers in order to inform their guidance and support needs.
4.	Ensure long term outcomes are aspirational and realistic, with expectations appropriately managed.
5.	Lead on the processes for young people's transition plans (TP) and ensure others contribute to the TP and ongoing reviews starting during year 9 at school (in and out of borough), ensuring planning is long term and outcome focused.
6.	Monitor placements for an allocated cohort of young people, ensuring the provision in place is meeting the identified needs and where this is not the case challenge and work with providers and borough services where intervention is required
7.	Record relevant learner information (placement and progress) on central database systems
8.	Develop and maintain a good understanding of funding principles and budget constraints, ensuring effective monitoring where appropriate
9.	Maintain a good understanding of the education landscape, specialist provision and funding guidance to ensure expectations of both the young person and their families are managed well
10.	To keep abreast of future changes to rules and systems regarding post 16 funding. Contribute to the commissioning of school and college placements and will have to manage the introducing of personal budgets into this system in a controlled and graduated manner

11.	Have a good understanding of policy developments and legislation relevant to this area of work (Care Act, Health reforms, DfE, EFA, SEND Pathfinder).
12.	Contribute to negotiations with borough services to agree joint funding contributions to support the education, care, therapy and equipment elements of each young person's placement.
13.	Complete EHC Plan for an allocated cohort of young people with more complex learning difficulties and/or disabilities, moving from their existing school into further education and/or employment with training. Make recommendations for these high cost placements must incorporate support to meet identified needs across education, health and care and are made within the budget constraints of the Council.
14.	Complete relevant reports and present cases to panel on a regular basis.
15.	Collate documentation to support the recommendation within each EHC Plan, attend placement panels and carry out follow up work.
16.	Contribute to borough implementation plans relevant to this area of work, in response to Government policy/direction, such as the SEND Pathfinder programme, Children's and Families Act and the Care Act
17.	Work within professional standards and ethical boundaries, maintaining confidentiality and managing information in line with LBTH Policies
18.	Provide a training and information service to special needs coordinators on implementing the Preparation for Adulthood framework.
19.	Participate in and contribute to service performance management procedures, professional supervision arrangements, and attending service meetings and continuous professional development activities.
20.	Enable schools and others use Person Centred Approaches during statutory SEN Annual Reviews.

21.	Ensure prompt responses to parents and other professionals within standards set out by the SEND Team and the Council
<b>CORPORATE RESPONSIBILITIES</b>	
22.	Actively contribute to the council's priorities and outcomes in a way that promotes a 'one organisation' approach.
23.	Develop and maintain positive relationships with colleagues, stakeholders and communities to ensure the council and the directorate strategic priorities are effectively implemented.
24.	Promote equality among all staff and ensure that services are delivered in a non-discriminatory way, that is inclusive of all disadvantaged groups.
25.	Support organisational change and learning, following and implementing appropriate systems of self-development, communication and engagement, quality measures, monitoring and review in delivering the functions of the role.
26.	Promote sustainability, including encouraging a culture of innovation and accountability amongst all council staff.
<b>PEOPLE</b>	
27.	Work together with borough services such as the EPS, careers and other specialist services and partner organisations such as health services and regional colleges to provide innovative and personalised ways of developing flexible 'learning for living and work' packages (including the use of personal budgets), which will support better life outcomes for young people.
28.	Participate fully in the work of the section through working closely with other post-holders to ensure coverage of the full range of functions which are the responsibility of the section
29.	Visit schools and offer and run information workshops for parents.
<b>SERVICE</b>	
30.	To contribute to the continuing improvement of the SEN Section, for the benefit of pupils and families as well as

	Colleges, partner agencies and professionals working with Tower Hamlets families.
31.	To work within statutory timescales, taking responsibility for self-monitoring workload and alerting line manager of any difficulties
32.	To prioritise the statutory processes for vulnerable children and young people with EHC Plans, particularly looked after children, children missing from education, the children of members of the armed forces or children at risk of permanent exclusion, ensuring appropriate provision is identified without delay.

### **OTHER CONDITIONS:**

To maintain personal and professional development to meet the changing demands of the job and participate in appropriate training/development activities including the council's 'My Annual Review' scheme.

Ensure that all duties and responsibilities are discharged in accordance with the council's policies and procedures, Code of Conduct and relevant regulations and legislation.

To comply with the council's equal opportunities and diversity policies ensuring anti-discriminatory practice within the service area.

To undertake additional duties that may arise from time to time commensurate with the grade of the post.

### **SPECIAL TERMS AND CONSIDERATIONS**

Ability to work outside of normal office hours in order to attend evening meetings.

Ability to travel to different locations within and outside the borough.

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Requirements	Person Specification for the Post of	Essential (E) or Desirable (D) (if applicable)	Method of Assessment A= Application Form T= Test I= Interview
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. Effective administrative and office procedures.</li> <li>2. Legislation relating to children with special educational needs</li> <li>3. Knowledge and understanding of the needs of 14-25 year old with SEN and especially those with complex education health and care needs.</li> <li>4. Knowledge of the rights of young people 14-25 and their families as well as the responsibilities of service providers.</li> <li>5. Knowledge of the Mental Capacity Act as young people post 16 have additional rights and powers.</li> <li>6. IT skills</li> <li>7. High level of verbal and written skills</li> </ol>	E E E D D E E	A/I A/I A/I A/I A/I T A/I/T
<b>Qualifications &amp; Experience</b>	<ol style="list-style-type: none"> <li>8. Administrative and organisational work</li> <li>9. Working directly with members of the public</li> <li>10. Experience or knowledge that will be helpful in working with</li> </ol>	E E E	A/I A/I A/I

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	<p>children, young people and families from ethnic and linguistic minorities</p> <p>11. Recent experience of working with young people 16-25</p>	D	A/I
<b>Other</b>	<p>12. To be responsible for all correspondence relating to their caseload responding efficiently and effectively whether in writing or orally.</p>	E	A/I

<b>Living the TOWER Values sets out the essential behaviours required of all staff.</b>		<b>They are aligned to the organisation's five TOWER Values</b>	
We work <b>TOGETHER</b> across boundaries and with partners to achieve the best outcomes for Tower Hamlets	Takes action to improve team culture and improves relationships across the council and with partners to achieve the best outcomes.	E	A/I
We are <b>OPEN</b> and transparent	Facilitates the change required for the team and others to be connected to on-going service requirements.	E	A/I
We are <b>WILLING</b> to challenge, innovate and be accountable	Leads the way and encourages others, so they achieve continuous improvement with measurable benefits.	E	A/I
We empower each other to be <b>EXCELLENT</b> and go the extra mile	Actively recognises the successes and achievements of others, acknowledging them in creative ways.	E	A/I

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We <b>RESPECT</b> all communities, they are the heart of everything we do	Makes changes in the team to improve customer service and to improve customer satisfaction.	E	A/I
<b>Additional Requirements</b>	To comply with the requirement to carry out a DBS check on this role.	E	A/T