# EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION

# Job Title: EHCP Transitions Adviser

# Department: Children’s Services

# Grade: [Soulbury EIP 5-8](https://www.eastsussex.gov.uk/jobs/working-here/pay/soulbury-officers)

# Responsible to: Deputy Service Manager EHCP Transitions KS2/3 or KS4+

# Responsible for: EHCP Annual Reviews at key points of transition

# Purpose of the Role:

The Education Division sits within the Children’s Services Department of East Sussex County Council (ESCC) and has overall responsibility for the council’s strategy to improve educational outcomes for children and young people. The division acts as the champion for all children and young people, especially those who are vulnerable to underachievement, and works in partnership across early years, primary, secondary, special and post 16 education. The division also leads on statutory duties in relation to supporting children with additional and Special Educational Needs and Disabilities (SEND).

Advisers advise and support staff in educational settings to identify and meet the needs of children with additional needs. They support settings to develop inclusive culture and practice, building capacity within the setting to ensure inclusion and improve outcomes.

The key function of this role is to:

* Support the Local Authority in meeting its duties with regard to the provision of children and young people with Special Educational Needs and Disabilities (SEND).
* Model best practice to schools and settings for holding Annual Reviews of Education Health and Care Plans (EHCPs) at key stages of transition.
* Provide advice and guidance for schools and settings to increase their confidence, expertise and capacity for effective transition planning for children and young people with EHCPs.
* Ensure the voice of children and young people, and their families, is at the centre of planning and reviews carried out by the service.

The postholder will be a qualified teacher who is committed to securing better outcomes for children and young people with additional needs. The role will require specialist knowledge, high quality service delivery and an ability to work with a range of professionals and families.

# Key tasks:

1. Assist educational setting staff in analysing the needs of young people, particularly at key transition points, and identify appropriate strategies to support them to achieve their full potential.
2. Model inclusive, dynamic focused planning across the service and with key partners, with a clear focus on engagement with families, children and young people.
3. Maintain accurate records on support, training and intervention with schools, settings or young people and contribute to data collection and monitoring exercises as required, including tracking activities delivered on a traded basis.
4. Work with educational settings to address identified concerns and build capacity for inclusion within the setting.
5. Ensure that all work delivered to settings is in line with the wider aspirations of the Education Division and exploits opportunities for integrated working with partners at every opportunity.
6. Keep up to date with legislation and best practice, identifying and facilitating learning opportunities within their specific field.
7. Take a lead on work in educational settings designed to reduce the reliance on statutory services, working with partners to shape delivery and ensuring a co-ordinated response across the Education Division.
8. Develop and provide training, guidance and support to staff across the Education Division and wider services, and within education settings.
9. Provide quality written reports where appropriate, providing evaluative feedback on the outcomes of work in settings and academy trusts that is able to demonstrate impact.
10. Contribute actively to the strategic direction of the Education Division and work with colleagues on geographical as well as thematic areas to ensure that the service is responsive to the needs of children and families.
11. Ensure any concerns about a child’s welfare are dealt with and escalated according to CSD safeguarding processes.

# PERSON SPECIFICATION

# Essential education and qualifications

* Qualified Teacher Status

# Essential key skills, abilities, knowledge, experience, values and behaviours

* Teaching and coaching skills and skills in effective INSET delivery.
* Ability to assess, analyse and problem solve creatively, actively contributing to raising the performance of learners through supporting their additional needs.
* Ability to build and maintain good productive working relationships with colleagues within the team, in settings and across services.
* Ability to write clear reports and design outcome focused programmes.
* Ability to manage own workload and meet targets and deadlines
* Experience of teaching children with additional needs and working with their families
* Experience of providing challenge to professionals and parents/colleagues whilst remaining calm and maintaining effective relationships
* Experience of working alongside other agencies, e.g. social care or health, to improve outcomes for children with SEND.
* Knowledge of the Local Authority’s responsibilities around supporting children with additional needs
* Knowledge of the legislative framework that surrounds education, including safeguarding
* Knowledge of best practice in meeting the needs of learners in mainstream classrooms/settings including those with EHCPs.
* Knowledge of best practice in obtaining and responding to young person voice when planning and reviewing support for the young person.
* Self-motivated and passionate about inclusion and outcomes for children and young people.
* Ability to communicate effectively with others and provide advice in accurate spoken and written English.
* A commitment to equal opportunities and anti-discriminatory practice.
* Ability to demonstrate how the travel requirements of the role will be met.

# Desirable key skills, abilities, knowledge, experience, values and behaviours

* Continued professional development in SEND.
* Teaching experience in more than one type of educational setting or phase of education.
* Experience of attending and/or Chairing annual reviews of EHCPs.

**Document version control:**

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Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| **Function** | **Applicable to role**  |
| --- | --- |
| Using display screen equipment  | Yes |
| Working with children/vulnerable adults | Yes |
| Moving & handling operations | No |
| Occupational Driving | No |
| Lone Working | Yes |
| Working at height | No |
| Shift / night work | No |
| Working with hazardous substances | No |
| Using power tools | No |
| Exposure to noise and /or vibration | No |
| Food handling | No |
| Exposure to blood /body fluids | No |