

## JOB FAMILIES ~ Personal Support

### Level descriptor – Level 7 – JG7

<p><b>Role purpose:</b> Have responsibility for the delivery of Statutory processes including Education, Health and Care needs assessments, writing Education, Health and Care Plans, provide guidance to educational settings and CYP and their families around top up funding process, some tribunals and all other activities associated with SEND legislation (Children and Families Act and Code of Practice), responsible for casework management decisions and recommendations to SEND panel. Deliver the requirements of the SEND Code of Practice, as part of the collaborative Vulnerable Learners' Service. Responsible for liaising with caseworkers around assessment processes.</p>	
<p><b>Typical activities</b></p>	<p><b>Knowledge, skills &amp; experience</b></p>
<p>Assess the needs and provisions of children and young people and develop a framework for Education Health Care Plans to meet their needs, managing a complex caseload of service users.</p> <p>To be the named officer for an allocated area or designated caseload (including out of authority schools) providing a professional, effective, responsive and supportive service to children/young people, parents, schools, early years settings, FE providers</p> <p>Be involved in direct service delivery including more complex cases and the development of service improvements within an integrated service plan.</p> <p>Provide support and advice to identified groups or individuals as detailed within the Education Health Care plans and implement or commission planned interventions to address identified need within evaluated professional standards.</p> <p>Take a role in developing a range of specific services related to SEND legislation with clearly identified outcomes associated with an overall service plan.</p> <p>To support the tribunal and top up funding processes as directed.</p> <p>To liaise collaboratively with SEN officers and caseworkers to improve service standards and achieve service delivery.</p> <p>Work in partnership with service users and other agencies to develop and implement multi agency services and initiatives. Establish &amp; maintain appropriate links between service users and other professionals to encourage a clear understanding of each other's priorities and ways of working.</p>	<p>Vocational qualification or experience to Degree Level or above, relevant to the service user group or equivalent experience to give the same level of knowledge necessary to undertake the role.</p> <p>Approved professional qualification relevant to the area of work and practical experience of working with service user groups giving rise to a variety of technical skills and thorough understanding of the principles of the services available, legal responsibilities, work practices and processes.</p> <p>Knowledge and understanding of the SEND Code of Practice.</p> <p>Experience of supervising others' work.</p> <p>Ability to analyse areas of work and make decision to improve them.</p> <p>Knowledge and understanding of safeguarding protocols and the threshold levels for service users groups. Ability to investigate and follow up on potential issues.</p> <p>Ability to engage with service users and partner agencies within the relevant codes of practice values (dignity, respect etc)</p> <p>Ability to manage/organise own work and that of others to meet agreed deadlines</p> <p>Understanding and recognition of professional &amp; personal boundaries.</p> <p>Hold a full UK driving licence and availability of their own car for work use.</p>

<p>To assist in quality improvement of Education, Health and Care Plans through CYP, parents and multi-agency communication and annual review meetings as appropriate.</p> <p>Communicate effectively with multi agency partners, colleagues, children, young people and families both verbally and in writing through the appropriate use of case notes and other record keeping within information sharing protocols and record keeping policies.</p>	<p>Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed).</p>
<p><b>Performance measures</b></p> <p>Quantifiable objectives ~ e.g. number of cases held at any one time, impact evaluation of service delivery, quality of records, etc  Feedback from service users, colleagues and partner agencies  Key Performance Indicators (where available): NI103  Line manager assessment  360 feedback from staff and colleagues  Performance of the team</p>	<p><b>Competencies</b></p> <p><u>Team Working</u> ~ cooperation and flexibility, is able to give and receive constructive criticism and solicits ideas from others  <u>Service user/ outcome focused</u> ~ achievement of results through appropriate decision making, evidenced based interventions, personalised care plans  <u>Problem solving &amp; judgement</u> ~ develops solutions, makes links between identified potential issues and possible solutions, is confident in making decisions within guidelines.  <u>Planning &amp; Organising</u> ~ Prioritises work, organising work for self and others to agreed deadlines  <u>Business Awareness</u> ~ Understands the contribution the role makes to the service and organisation as a whole and recognises how the actions of others impact on own role.  <u>Leadership Standards</u> ~ demonstrates the behaviours set out in the council's leadership standards.</p>

Suggested posts: Occupational Therapists (experienced), Social Worker (experienced), Nursery manager, Children's Centre Manager, Families Information Manager, Care Development Worker

### **Equality and Diversity**

We expect all employees to act professionally and to treat colleagues and the public with dignity and respect. This means setting a strong personal example of good equality and diversity practice at all times and ensuring they are sensitive to the needs and views of others and reflect this in the way they behave. Managers have additional responsibilities of managing others effectively by recognising and valuing each team member as an individual and always challenging inappropriate language and behaviour.

### **Health and Safety**

We all have a responsibility to work within health and safety legislation, associated codes of practice, North Somerset Council's policies and procedures and our local safe systems of work and emergency arrangements.

**Continuous Development**

Our jobs and the way we do things evolve over time and we need to keep abreast of new technologies, legislation and methodologies for our own subject areas. We are responsible for reviewing and developing our own professional practice.