



Job Description

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| Job title | Deputy Area Inclusion Lead (Assessment Team) |
| Directorate | Children and Adults |
| Division | Education and SEND |
| Range | Choose an item. |
| Reports to | Assessment Hub Lead |

Main purpose of the job:

To support the effective delivery of high-quality, legally compliant Education, Health and Care Plans (EHCPs) by coordinating assessments, ensuring statutory compliance, and maintaining strong relationships with families and professionals, thereby improving outcomes for children and young people with special educational needs and disabilities (SEND).

Liaise with stakeholders in a way that promotes the [One Medway Council Plan](#) and embeds our [values and behaviours](#).

Accountabilities and outcomes:

Draft and amend high-quality, outcome-focused EHCPs that meet statutory requirements, ensuring clarity, accessibility, and alignment with the Children and Families Act and SEND Code of Practice.

Coordinate timely and comprehensive professional input into EHCP assessments, including the organisation of multi-agency advice, to ensure robust and holistic plans.

Track and monitor the quality of advice and EHCPs, ensuring adherence to the 20-week statutory timeframe and supporting continuous improvement in service delivery.

Maintain transparent and timely communication with families and professionals, ensuring accurate case records and supporting families throughout the EHCP process.

Build and maintain strong, supportive relationships with parents, carers, young people, and schools, promoting a customer-centered culture and collaborative working.

Ensure the delivery of accurate data analysis and statutory reporting (e.g., DfE returns, monthly performance reports), contributing to strategic planning and service evaluation.

Provide case supervision, peer support, and contribute to staff development, including deputising for the Assessment Team Lead when required.

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Work with the Assessment Team Lead and other teams to ensure efficient, compliant processes and seamless transitions across case stages, supporting consistent and high-quality practice.

At manager's discretion, other activities may be assigned that fit the job description.

Key Corporate Accountabilities:

To work with colleagues to achieve service plan objectives and targets.

To understand and actively keep up to date with GDPR responsibilities, including completing regular refresher training.

Safeguarding is everyone's responsibility: all employees are required to act in such a way that safeguards the health and well-being of children and vulnerable adults.

As a corporate parent, all council employees are responsible for ensuring the well-being and positive outcomes of Medway's care-experienced children and young people.

To participate in the Performance Appraisal process and contribute to the identification of own and team development needs utilising the Career Progression Framework.

Work in accordance with the Equality Act 2010 and the Public Sector Equality Duty to eliminate unlawful discrimination, harassment and victimisation. Promoting equality of opportunity, fostering good relations and improving the quality of life and opportunities for everyone living and working in Medway.

To ensure full compliance with the Health and Safety at Work Act 1974, the Council's Health and Safety Policy and all locally agreed safe methods of work.

To fully understand and be aware of the commitment to the duty under Section 17 of the Crime and Disorder Act 1998 to prevent crime and disorder.

Promote the Medway Carbon Neutral by 2050 commitment; supporting the Council action plan to ensure we play our part in addressing the climate emergency.

Medway Council is a Category One responder in relation to the Civil Contingencies Act (2004) and as a result all staff working for the Authority may be asked to carry out Category One response duties or stand in the role of another member of staff who is responding to a Major Civil Incident.

Accountabilities to Children and Young People

The children and young people of Medway have said the following qualities are really important to them:

- Be a good listener.
- Be non-judgemental.
- Be consistent and stable.
- Be contactable.
- Understand me.
- Be honest.
- Be focused.
- Be realistic.
- Be a good timekeeper.
- Be resourceful in your approach.

Be ambitious for young people and promote others to share the same drive.

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Champion Children and Young People’s views and rights in everything you do.

Ensure Children and Young People’s voices are listened to and acted upon.

‘Do what you say and say what you do’. [

Organisation:

This role reports to the Assessment Hub Lead

Choose an item.

The post holder will be required to liaise with all stakeholders both internal and external to the organisation.

Working Style:

[FIXED - The post holder will be permanently based at Gun Wharf, although they may need to work at any location across Medway.]

Person specification

All criteria at level A should be considered essential requirements.

Qualifications

Level A

- [Educated to level 3 or equivalent relevant experience.
- [Professional qualifications in relevant subject and / or evidence of ongoing professional development in the fields of expertise required.]

Level B (in addition to level A criteria)

- [Continued professional development in SEND/Inclusion / education/ health /social care related qualification.]

Level C (in addition to levels A and B)

- [Working towards or educated to level 3 or equivalent in related subject]

Knowledge

Level A

- [Expert and detailed knowledge of SEND and how it effects learning and inclusion.
- Detailed knowledge of the legal process for SENDIST complaints and tribunals.
- Substantive knowledge and understanding of the education pathways and graduated approach, personalised learning and education assessment processes, social care and health provision within the EHCP framework.
- Knowledge of safeguarding frameworks. Awareness of local authority inspection frameworks.
- Knowledge and understanding of promoting independence, resilience and wellbeing for children, young adults and families.

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Commented [pj1]: Please state the minimum qualification required to undertake the role.

Commented [pj2R1]: Also, consider, if the role can be done through experience, what is the minimum qualification level that would be required and how much experience would be considered equivalent to a higher level of qualification?

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Level B (in addition to level A criteria)

- Excellent knowledge of legislation and frameworks that apply to SEND, education and children (e.g. KCSIE, SEND CoP, Children's and Family Act 2014).
- Knowledge of local authority inspection regimes and Area SEND inspection frameworks.
- Understanding of principles of excellent data quality, data protection and information sharing (e.g. GDPR), and how to apply them.
- Understanding of Medway's local and national education / SEND targets.
- Working knowledge of SEND and Inclusion processes in Medway.]

Level C (in addition to levels A and B)

- Expert knowledge of the legal process for SENDIST complaints and tribunals, supporting tribunal officers with compiling case statements for tribunal hearings.
- ICT Champion and expert knowledge of internal procedures and policies to support staff induction and training.
- Extensive knowledge of internal SEND and Inclusion processes.
- Knowledge of effective supervision or line management awareness / principles.
- Expert knowledge of internal case management processes.]

Experience

Level A

- Experience in a SEND environment, with strong understanding of the SEND code of practice and its implementation.
- Experience of pastoral care in schools and academies or safeguarding.
- Experience working in SEND settings, e.g. working within specialist schools or resourced provisions.
- Substantive experience of managing conflict and successful resolution.
- Experience of contributing to the development of services, policies, procedures and practices.
- Experience of successfully and proactively managing a complex caseload, from assessment through to case management stages, and supporting others to manage their caseloads.
- Experience of coordinating multi agency teams
- Experience of working with a range of specialists and sharing specialist recommendations with families and educators in an accessible format.
- Experience of delivering excellent customer service]

Level B (in addition to level A criteria)

- Extensive experience in a SEND environment with strong understanding of the SEND code of practice and its implementation.
- Extensive case management experience across SEND, Inclusion, section 19, EOTAS, EHE, CME processes.
- Experience of working with multi-agencies in developing effective plans and approaches.

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- Experience of deputising for a manager as point of contact for staff, attending stakeholder meetings and panel chairing.
- Experience of supervising case holding practitioners.

Level C (in addition to levels A and B)

- Extensive successful experience working in the Education or SEND arena.
- Experience of coordinating multi agency teams
- Experience of working with a range of specialists and sharing specialist recommendations with families and educators in an accessible format.
- Experience of raising standards through a programme of informative and impactful staff training and development.
- Extensive experience of supervising case holding practitioners.
- Experience of using ICT programmes effectively to capture data and monitor performance (e.g. PowerBI, Excel, Synergy, Mosaic).
- Experience of successful and diligent management of a caseload from assessment stage through to case management stages and experience of supporting others to manage their caseloads with a high level of efficiency and care

Skills

Level A

- Ability to make an influential decision within the context of competing demands.
- Excellent interpersonal skills.
- Proven ability to negotiate and persuade and build and maintain effective working relationships at all levels.
- Proven ability to communicate with, engage and influence children, young adults, carers, partners and stakeholders, in complex situations.
- The ability to support and challenge other colleagues by providing specialist knowledge, advice and guidance.
- Can contribute to the development and successful implementation of SEN policy and strategy.
- Ability to model high levels of professionalism and promote a culture of professional standards and accountability.
- Ability and willingness to travel across Medway in order to meet requirements of the role.
- Able to analyse problems and identify solutions.
- Proficient use of ICT and supporting others in data management.
- Consistent and comparable approach across financial management

Level B (in addition to level A criteria)

- Independent and creative thinker when dealing with contentious situations which pose legal challenge to the Local Authority (LA).

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- Ability to initiate working in partnership with school, parents, young people, professionals and other outside agencies.
- Ability to professionally challenge schools, colleges, training providers, parents and professionals on matter directly relating to legislation.
- Understanding of value for money and experience of budget or resource management e.g. education resource provision for individual children or services. |

Level C (in addition to levels A and B)

- Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level.
- Ability to analyse and interpret varied and complex SEND information, and use this information to develop strategies, identify trends, anticipate challenges and solutions for Inclusion and SEND service development.
- Ability to use well developed communication skills to present complex/sensitive information, to a range of audiences to bring about effective outcomes or developments.
- Demonstrable ability to supervise, co-ordinate or train other employees where required.
- Demonstrable ability to lead on the operational development of service improvements, using a range of information on future trends to set measurable performance objectives and inform the strategic thinking to meet future needs and not just existing practices. |