

Job Title	Range	Duties	Level A (Developing)	Level B (Practising)	Level C (Accomplished)
EHCP Co-ordinator	Range 4	<ul style="list-style-type: none"> <li>To act as the assessment and planning co-ordinator during the education, health and care assessment process</li> <li>To act as the named officer for specific schools, children/young people and parent carers, giving written, telephone and face to face advice to them about the statutory procedures and the Medway framework for applying these.</li> <li>To write and amend Education, Health and Care Plans (EHCP) based on evidence from professional and other reports in clear, concise and accessible language.</li> <li>To track and monitor the annual review processes and documentation and ensure that amends are completed accurately, in partnership with professionals and parents, and in a timely manner.</li> <li>To track and monitor the quality of annual reviews and ensure the process is completed and recorded in line with statutory timescales.</li> <li>To ensure accurate transfer and evidencing of recommendations and information provided in professional and other reports to identify advice to include in the EHCP.</li> <li>To provide support for parent/carers or young people throughout the education, health and care assessment process and while the EHCP is in place.</li> </ul>	Required for this level.	In addition to level A	In addition to levels A and B
			<b>Qualifications</b> <ul style="list-style-type: none"> <li>GCSE's A-C/ 4-9 (or equivalent) in Maths and English</li> <li>Minimum 2 A levels or Level 3 academic qualification</li> </ul>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>Evidence of ongoing professional development in the fields of expertise required.</li> <li>Working towards level 4 or equivalent qualification</li> </ul>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>Professional qualifications in relevant subject (e.g. SEND, Education, inclusion) at level 3 or above or equivalent.</li> </ul>
			<b>Knowledge</b> <ul style="list-style-type: none"> <li>Basic understanding of Special Educational Needs and Disabilities (SEND) and how it effects learning and inclusion.</li> <li>Basic awareness and understanding of relevant Education Acts, and in particular: <ul style="list-style-type: none"> <li>2014 Children and Families Act</li> <li>procedures for statutory assessment and placements of children/young people with SEN</li> <li>SEN Code of Practice</li> <li>National Exclusions Guidance</li> <li>The Equality Act 2010</li> <li>an understanding of alternative educational provision and the supporting legal frameworks.</li> </ul> </li> <li>Awareness of the legal process for Special Educational Needs and Disability Tribunal (SENDIST) complaints and Tribunals.</li> <li>Local awareness of Medway SEND and Inclusion landscape.</li> <li>Awareness of the national educational landscape, and current issues and debates within this sector.</li> <li>An up to date working knowledge of safeguarding frameworks.</li> <li>Awareness of national and local financial and budgetary pressures.</li> <li>Understanding of data management including the ability to interpret trend information to shape service delivery.</li> <li>Basic understanding of the education pathways and graduated approach,</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Detailed practical knowledge of SEND and how it effects learning and inclusion.</li> <li>Detailed knowledge of Education Acts and in particular: <ul style="list-style-type: none"> <li>the 2014 Children and Families Act</li> <li>procedures for statutory assessment and placements of children/young people with special educational needs</li> <li>SEN Code of Practice</li> <li>National Exclusions Guidance</li> <li>The Equality Act 2010</li> <li>understanding of alternative educational provision and the supporting legal frameworks.</li> </ul> </li> <li>Working knowledge of the legal process for SENDIST complaints and tribunals.</li> <li>Demonstrable understanding of data management Working knowledge within a specialist area (early years, education, post 16).</li> <li>Demonstrable knowledge and understanding of the education pathways and graduated approach, personalised learning and education</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Expert and detailed knowledge of SEND and how it effects learning and inclusion.</li> <li>Substantial knowledge of Medway internal SEND and Inclusion processes.</li> <li>Expert and detailed knowledge of the legal process for SENDIST complaints and tribunals.</li> <li>Substantial knowledge and understanding of the education pathways and graduated approach, personalised learning and education assessment processes, social care and health provision within the Education, Health and Care Plan (EHCP) framework.</li> <li>knowledge of safeguarding frameworks.</li> <li>Knowledge of financial management processes.</li> </ul>

		<ul style="list-style-type: none"> <li>To collate and prepare documents and liaise with schools and parents for the purposes of phase transition for children and young people with EHCPs in line with current legislation guidance.</li> <li>To use the Special Educational Needs (SEN) database effectively and in line with the councils' protocols in order to work through and record SEND processes.</li> <li>To update and maintain accurate data for pupils with SEN in line with Medway SEN processes and requirements.</li> <li>To amend EHCPs following the annual reviews as required within the statutory time frame.</li> <li>To liaise with other Local Authorities with regard to pupils with EHCPs moving in and out of Medway and to ensure the timely securing of educational provision for those pupils moving into Medway.</li> </ul>	<p>personalised learning and education assessment processes, social care and health provision within the EHCP framework.</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of promoting independence, resilience and wellbeing for children, young adults and families.</li> </ul>	<p>assessment processes, social care and health provision within the EHCP framework.</p> <ul style="list-style-type: none"> <li>Understanding of value for money and experience of budget or resource management e.g. resource provision for individual children or services.</li> <li>Understanding of Medway's local and national education / SEND targets.</li> <li>Working knowledge of SEND and Inclusion processes in Medway.</li> </ul>	
			<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Experience of pastoral care in schools and academies or safeguarding.</li> <li>Experience working in SEND settings, e.g. working within specialist schools or resourced provisions.</li> <li>Experience working with families, children and young people in a professional capacity.</li> <li>Experience in undertaking and co-ordination of assessments of children and young adults resulting in the planning, delivery and management of focussed interventions and plans.</li> <li>Experience of IT systems including Microsoft Office, teams etc</li> <li>Experience of partnership and networking across multiple agencies in order to support the family.</li> <li>Experience of managing conflicting demands and prioritising accordingly.</li> <li>Demonstrable experience of providing excellent customer service</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Good experience of using negotiation and conflict resolution skills to achieve successful resolution.</li> <li>Experience of successfully managing a case load, from assessment through to case management stages.</li> <li>Significant practitioner experience in care or health service delivery and/or education provision 0-25 years.</li> <li>Experience of thoroughly analysing written and spoken information from a range of professionals and extracting the relevant information for a range of purposes.</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Substantive experience of managing conflict and successful resolution.</li> <li>Experience of contributing to the development of services, policies, procedures and practices.</li> </ul>
			<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to model professionalism and promote a culture of professional standards and accountability.</li> <li>Ability to analyse and interpret varied and complex information regarding individual children and young people, and use this information to develop strategies, anticipate challenges and identify solutions in addressing their needs.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to establish and maintain relationships with local education providers and alternative provision based on trust and respect and shared objectives to facilitate joint planning, decision making and improved outcomes for children and young people.</li> <li>Effective decision making relating to prioritisation of time and workflow</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to make decisions within the context of competing demands.</li> <li>Excellent interpersonal skills.</li> <li>Proven ability to negotiate and persuade.</li> <li>Proven ability to communicate with, engage and influence children, young adults, carers,</li> </ul>

			<ul style="list-style-type: none"> <li>Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences, such as parents, children and young people, schools, education providers.</li> <li>Ability and willingness to travel across Medway in order to meet requirements of the role.</li> <li>Ability to consistently and effectively organise and prioritise tasks and meet deadlines.</li> <li>Ability to take accurate records of meetings and record information accurately.</li> <li>Ability to build to partnerships and maintain relationships.</li> <li>Able to problem solve and identify solutions.</li> </ul>	<p>within a context of competing demands informed by a thorough understanding of the SEND Code of Practice and related guidance, regulations and law.</p> <ul style="list-style-type: none"> <li>Demonstrate innovation, creatively and a logical approach, to develop creative solutions related to statutory casework.</li> </ul>	<p>partners and stakeholders, in complex situations.</p> <ul style="list-style-type: none"> <li>The ability to support and challenge other colleagues by providing specialist knowledge, advice and guidance.</li> <li>Contribute to the development of SEN policy and strategy.</li> </ul>
Local Offer Officer	Range 4	<ul style="list-style-type: none"> <li>To co-produce, co-create and deliver a comprehensive communications plan linked to the Special Educational Needs and Disability (SEND) agenda across multiple media platforms.</li> <li>To work with all partner agencies, parents, carers and young people to ensure they are fully involved, informed and engaged in SEND improvement and developments.</li> <li>Use a range of communication channels to effectively engage in two-way communications with our target audiences.</li> <li>Provide accurate, high-quality web-based content for Medway's Local Offer.</li> <li>Source and upload clear, comprehensive, transparent and accessible information about education, health, care and leisure services for children and young people aged 0-25 with SEND and their families.</li> <li>Keep content under review and ensure that the website</li> </ul>	Required for this level.	In addition to level A	In addition to levels A and B
			<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>GCSE's A-C/ 4-9 (or equivalent) in Maths and English</li> <li>Minimum 2 A levels or Level 3 academic qualification</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Evidence of ongoing professional and personal development.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Hold or be working towards a Professional qualification in communications or marketing, or education at level 3 or equivalent.</li> </ul>
			<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of the impact of SEND on children and young people's educational, health and social care outcomes.</li> <li>Awareness of communication and marketing strategies and approaches.</li> <li>Awareness of social media tools and management systems.</li> <li>Understanding of the current and developing legislative framework for SEND services.</li> <li>Extensive knowledge of the issues faced by children and young people with special educational needs and disabilities and their families.</li> <li>Knowledge of web content accessibility guidelines / legislation</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Knowledge of internal communication channels and marketing approaches.</li> <li>Knowledge of statutory requirements in the SEND code of Practice relating to communication and local offer.</li> <li>Knowledge of the Equality Act particularly in relation to children and young people with disabilities.</li> <li>Knowledge of communication ICT systems</li> <li>Awareness of engagement methods and co-production.</li> <li>Knowledge of Medway complaints and FOI enquiries procedures.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Extensive knowledge of communication strategies.</li> <li>Excellent and applied knowledge of equality and diversity issues.</li> <li>Extensive knowledge of engagement activities and evaluation.</li> <li>Extensive knowledge on how to implement co-production approaches.</li> <li>Comprehensive knowledge of complaints and FOI enquires.</li> </ul>

		<p>continues to be user accessible and fit for purpose in relation to statutory guidance.</p> <ul style="list-style-type: none"> <li>Develop and maintain systems for reviewing and responding to feedback and queries from users and/or interested parties and be responsible for reporting publicly on questions and feedback received.</li> <li>Ensure balanced representation from stakeholder groups (parents, children, young people, voluntary sector, adults and children statutory services, NHS, schools including the non-maintained and independent sector, early years settings and F.E Colleges, leisure/sports clubs etc.)</li> <li>Meet regularly with those contributing to the Local Offer and set up and lead a local offer quality assurance and sustainability group.</li> <li>Contribute to the Local Area Inspection action plan and other evaluation documents produced by the Local Authority</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Experience working with children and families who have a special educational need and/or disability.</li> <li>Effective marketing and public relations skills and experience.</li> <li>Experience of writing accessible content for the web, social media and wider communication channels.</li> <li>Experience of delivering excellent customer service.</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Experience of using ICT programmes effectively to capture data and monitor performance.</li> <li>Experience of producing impact reports.</li> <li>Experience of increasing reach and impact from effective communication.</li> <li>Experience in using multiple communication platforms and digital tools.</li> <li>Experience of co-production activities</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Extensive and demonstratable experience of delivering two-way communication and marketing campaigns and strategies.</li> <li>Extensive experience of multi-agency working and working alongside a range of stakeholders to drive multi-disciplinary strategic change.</li> <li>Leadership experience in managing processes and creating shared learning.</li> <li>Experience of raising standards through a programme of informative and impactful staff training.</li> </ul>
			<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>communication skills with particular strength in written English for the web and publications.</li> <li>Uses well developed communication skills (written and verbal) to present information in an understandable way.</li> <li>Can analyse and interpret complex information and situations for a wide range of audiences.</li> <li>Ability to work with a wide and diverse group of people to understand their needs and reflect within council communication.</li> <li>Ability to work independently within defined procedures, making decisions without referring to a line manager when necessary.</li> <li>Competent in ICT packages such as Project Management Tools, Word, Excel and Outlook.</li> <li>Ability and willingness to travel across Medway in order to meet requirements of the role.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to analyse and interpret varied and complex information regarding local offer, to identify trends.</li> <li>Independent and creative thinker towards finding solutions for effective communication.</li> <li>Ability to initiate working in partnership with schools, parents, young people, professionals and other outside agencies.</li> <li>Can carry out tasks and/or advise on internal communication procedures.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst the Inclusion Team.</li> <li>Ability to maintain productive relationships with a wide range of stakeholders and influence decision making at a strategic level.</li> <li>Demonstrable ability to analyse and interpret varied and complex information to overcome communication challenges and create effective strategies.</li> <li>Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences.</li> </ul>
SEND Complaints and Tribunals Officer	Range 4	<ul style="list-style-type: none"> <li>To represent the Local Authority at the Special Educational Needs and Disability (SEND) Tribunal and defend appropriateness of the proposed service provision for an individual child/young person.</li> <li>To work directly with parents, schools, parental appointed legal representatives and other</li> </ul>	<p>Required for this level.</p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>GCSE's A-C/ 4-9 (or equivalent) in Maths and English</li> <li>Minimum 2 A levels or Level 3 academic qualification</li> </ul>	<p>In addition to level A</p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Evidence of working towards professional qualification.</li> </ul>	<p>In addition to levels A and B</p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Professional qualifications in relevant subject (SEND, Inclusion, education, law) at level 3 or above.</li> </ul>

		<p>professional bodies within the statutory and legal framework related to the SEND Tribunal process.</p> <ul style="list-style-type: none"> <li>• To take the lead on complex casework, providing effective mediation, drawing on strong negotiation and influencing skills across a range of complex SEN issues between parents, schools and multi-disciplinary practitioners.</li> <li>• To ensure all documentation linked to SEN appeals is distributed appropriately and within specified time restraints.</li> <li>• To coordinate allocation and attendance processes linked to mediation and resolution of all disputes relating to the SEND tribunal process.</li> <li>• To attend resolution meetings with parents and other professionals in an attempt to settle disputed issues without the need for formal legal redress wherever possible. This will include responsibility for negotiating changes to the Education, Health and Care plans using tact and diplomacy through working with families experiencing emotional turmoil.</li> <li>• To ensure mediation and problem resolution is an active feature at an early stage in caseworkers' engagement with families to reduce tribunal numbers.</li> <li>• To prepare evidence and responses to complaints and enquiries including from the Local Government Ombudsman.</li> <li>• To track and monitor responses to enquiries, complaints, tribunals and LGO decisions, assisting service managers to prepare key documentation where needed.</li> <li>• To ensure that the computerised database information is accurate</li> </ul>			<ul style="list-style-type: none"> <li>• evidence of ongoing professional development in the fields of expertise required.</li> </ul>
			<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of current SEN legislation and reform, statutory procedures and processes governing the provision of services for children with special educational needs.</li> <li>• Awareness of the legal process for SENDIST complaints and Tribunals.</li> <li>• Basic awareness and understanding of relevant Education Acts and in particular the 2014 Children and Families Act, National Exclusions Guidance, The Equality Act 2010, understanding of alternative educational provision and the supporting legal frameworks.</li> <li>• Extensive knowledge and understanding of the impact of SEND on children and young people's educational, health and social care outcomes.</li> <li>• Thorough knowledge of the services and agencies which might be involved in EHC assessments and EHC Plan delivery.</li> <li>• Extensive knowledge of the types of special needs and disabilities that effect children's education and an ability to develop this knowledge.</li> <li>• Awareness of the national educational landscape, and current issues and debates within this sector.</li> <li>• An up to date working knowledge of safeguarding frameworks.</li> <li>• Understanding of data management including the ability to interpret trend information to shape service delivery.</li> <li>• GDPR knowledge and understanding.</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Detailed practical knowledge of SEND and how it effects learning and inclusion.</li> <li>• Detailed knowledge of Education Acts and in particular the 2014 Children and Families Act, procedures for statutory assessment and placements of children/young people with special educational needs, SEN Code of Practice, National Exclusions Guidance, The Equality Act 2010, understanding of alternative educational provision and the supporting legal frameworks.</li> <li>• Detailed knowledge of the complaint's procedures and response framework.</li> <li>• Working knowledge of the legal process for SENDIST mediations and tribunals.</li> <li>• Good understanding of data management including the ability to interpret trend information to shape service delivery.</li> <li>• Understanding of value of money and internal budget or resource management, and National Local Government compensation frameworks.</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Expert and detailed knowledge of SEND and how it effects learning and inclusion.</li> <li>• Expert and detailed knowledge of the legal process for SENDIST complaints, mediations and tribunals.</li> <li>• Substantive knowledge and understanding of the education pathways and education assessment processes, social care and health provision within the EHCP framework.</li> <li>• Leadership within knowledge of safeguarding frameworks.</li> <li>• Deep understanding of internal budgetary systems and processes in SEND and Inclusion</li> </ul>
			<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• Previous SEND case management experience, including significant experience of managing a high case load of complex cases.</li> <li>• Experience of supporting SEND complaints, mediations, appeals and / or Tribunals.</li> <li>• Experience of successfully managing conflict and disputes in difficult situations.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• Experience of using negotiation and conflict resolution skills.</li> <li>• Experience of successfully managing a case load, from assessment through to case management stages.</li> <li>• Experience of production of high-quality reports and accounts.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• Substantive experience of managing conflict and successful resolution.</li> <li>• Management of complaints and mediations in a timely manner.</li> <li>• Experience of contributing to the development of services, policies, procedures and practices.</li> <li>• Experience of working within safeguarding frameworks.</li> </ul>

		<p>and up to date at all times and that action is undertaken as required to ensure production of accurate and timely information.</p> <ul style="list-style-type: none"> <li>• To contribute to the development of multi-agency forums and groups focused on raising standards in the quality of education, inclusion, behaviour and attendance.</li> <li>• To support the development of training to practitioners in Medway.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive experience of multi-agency working and working alongside a range of stakeholders.</li> <li>• Experience of IT systems and data management systems, and ability to produce letters, correspondence and emails.</li> <li>• Experience of partnership and networking across multiple agencies to support the family.</li> <li>• Experience of delivering excellent customer service.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of successfully meeting deadlines and targets consistently.</li> <li>• Experience of thoroughly analysing written and spoken information from a range of professionals and extracting the relevant information for a range of purposes.</li> <li>• Experience of delivering training.</li> </ul>	
			<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Ability to manage multiple tasks in an organised and process driven way.</li> <li>• Ability to participate within productive relationships with a wide range of stakeholders and influence decision making.</li> <li>• Ability to model professionalism and promote a culture of professional standards and accountability.</li> <li>• Can support analysis and interpretation of varied and complex information in relation to complaints, mediations and tribunals.</li> <li>• Ability to use effective communication skills to present complex/sensitive information in an understandable way, to a range of audiences.</li> <li>• Ability to carry out accounting for considerable financial amounts accurately and with due care and attention.</li> <li>• Ability and willingness to travel across Medway in order to meet requirements of the role.</li> <li>• Ability to build to partnerships and maintain relationships.</li> <li>• Able to analyse problems and identity solutions.</li> <li>• Ability to use ICT programmes effectively to capture data and monitor performance (e.g. Microsoft office; PowerBI; Excel).</li> <li>• Ability to manage conflicting demands and prioritise and deliver tasks within deadlines.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Effective decision-making skills relating to prioritisation of time and workflow within a context of competing demands informed by a thorough understanding of the Special Educational Needs and Disability Code of Practice and related guidance, regulations and law.</li> <li>• negotiation and influencing skills.</li> <li>• Demonstrate innovation and creativity, to develop creative solutions for complaints, mediations and tribunals outcomes.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Extensive and pro-active approach towards meeting service objectives and statutory deadlines.</li> <li>• Ability to maintain productive relationships with a wide range of stakeholders and influence decision making at a strategic level.</li> <li>• Ability to analyse and interpret varied and complex information, and use this information to develop strategies, anticipate challenges and identify solutions.</li> <li>• Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences.</li> <li>• Ability to carry out tasks which impact on the wellbeing of people, including assessing needs, implementing care/welfare, implementing regulations, providing guidance on internal procedures and interpreting policies and procedures to meet specific circumstances or problems.</li> <li>• Ability to train other employees where required.</li> <li>• Ability to manage financial amounts accurately and with due care and attention.</li> <li>• Demonstrable ability in managing statutory processes and deadlines</li> </ul>

					using a range of information to measure service performance.
Exclusions and Alternative Provision Officer	Range 5	<ul style="list-style-type: none"> <li>To have oversight, coordination and management of exclusions and alternative provision (AP) across Medway.</li> <li>To work with the system leadership to ensure appropriate intervention and reduction in exclusions and suspensions, such that the council achieves its aims of all children and young people supported to access full time education.</li> <li>To support schools in the fair access process (FAP) and the extension of their duties through this in relation to off-site provision and placement in AP.</li> <li>To lead quality assurance and monitoring the performance of AP. Taking appropriate action to maintain high quality outcomes for children attending AP</li> <li>To track children requiring intervention under Section 19 of the Education Act and ability to plan and meet deadlines.</li> <li>To work alongside manager to support and inform decisions relating to the commissioning of appropriate provision.</li> <li>To manage the intake and supporting the reintegration of children, whose needs are met under section 19, into mainstream school.</li> <li>To work with families to provide innovative solutions for children and young people with the most complex needs.</li> <li>To advise and challenge schools in relation to the level of suspension and permanent exclusion.</li> <li>To work with the area teams to ensure the provision for the child is coordinated with other services wrapped around the family.</li> </ul>	Required for this level.	In addition to level A	In addition to levels A and B
			<b>Qualification</b> <ul style="list-style-type: none"> <li>GCSE's A-C/ 4-9 (or equivalent) in Maths and English</li> <li>Minimum 2 A levels or Level 3 academic qualification</li> <li>Professional qualifications in relevant subject (SEND, Inclusion, education, law) at level 4 or above.</li> </ul>	<b>Qualification</b> <ul style="list-style-type: none"> <li>Continued evidence of ongoing professional and personal development.</li> </ul>	<b>Qualification</b> <ul style="list-style-type: none"> <li>Working towards or educated to level 4 or equivalent level qualifications in a related subject.</li> </ul>
			<b>Knowledge</b> <ul style="list-style-type: none"> <li>Knowledge and understanding of the national educational landscape, and current issues and debates within this sector.</li> <li>Knowledge of legislation and guidance relating to School Attendance, Admissions, Children Missing Education, Behaviour, Fair Access Protocols, Suspensions, Exclusion, Alternative Provision, SEND and Supporting Children with Medical Needs.</li> <li>An understanding of issues impacting access to education, including issues relating to disadvantaged, SEND or vulnerable students, and Social Emotional and Mental Health needs (SEMH)</li> <li>An up to date working knowledge of safeguarding frameworks.</li> <li>Demonstrable understanding of data management including the ability to interpret trend information to shape service delivery.</li> <li>Knowledge of school placement commissioning.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Excellent knowledge of legislation and frameworks that apply to SEND, education and children (e.g. KCSIE, SEND CoP, Children's and Family Act 2014).</li> <li>Excellent knowledge of internal processes relating to School Attendance, Admissions, Children Missing Education, Behaviour, Fair Access Protocols, Suspensions, Exclusion, Alternative Provision, SEND and Supporting Children with Medical Needs.</li> <li>Understanding of principles of excellent data quality, data protection and information sharing, and how to apply them. GDPR</li> <li>Knowledge of the Equality Act particularly in relation to children and young people with disabilities.</li> <li>Knowledge of Medway processes for complaints, mediations and tribunals.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Contributor towards local and national policy relevant to section 19</li> <li>Expert in legislation and SEND frameworks.</li> <li>ICT Champion and expert knowledge of internal data management procedures and policies to support staff induction and training.</li> <li>Expert knowledge of data management and case tracking processes</li> </ul>
			<b>Experience</b> <ul style="list-style-type: none"> <li>Experience of working in an education setting.</li> <li>Experience of IT systems and ability to produce letters and correspondence and interrogate data.</li> <li>Experience of working directly with children and families.</li> <li>Experience of pastoral care in schools and academies or safeguarding.</li> </ul>	<b>Experience</b> <ul style="list-style-type: none"> <li>Extensive experience in an Inclusion environment with strong understanding of Inclusion and SEND code of practice and its implementation.</li> <li>Experience of internal processes and policy relevant to section 19.</li> <li>Substantive experience of managing conflict and successful resolution.</li> </ul>	<b>Experience</b> <ul style="list-style-type: none"> <li>Experience of working with a range of specialists and sharing specialist recommendations with families and educators in an accessible format.</li> <li>Experience of leadership in managing processes and creating shared learning.</li> </ul>

		<ul style="list-style-type: none"> <li>To attend and contribute to all Ofsted, LA, DfE and peer inspections and discussions, as required.</li> <li>To support the development of training to practitioners in Medway.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of supervising or line managing others</li> <li>Experience of delivering excellent customer service.</li> <li>Line management or supervision of staff.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of contributing to the development of services, policies, procedures and practices.</li> <li>Experience of successfully and proactively managing a complex caseload and supporting others to manage their caseloads.</li> <li>Experience of managing employees and carrying out management responsibilities in line with Medway policies.</li> <li>Experience of Ofsted, LA, DfE and peer inspections.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of raising standards through a programme of informative and impactful staff training and development.</li> <li>Experience of managing complex people management situations with minimal support. Applying Medway policy and process accordingly.</li> </ul>
			<b>Skills</b> <ul style="list-style-type: none"> <li>Ability to maintain productive relationships with a wide range of stakeholders.</li> <li>Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst the Inclusion Team.</li> <li>Able to analyse varied and complex problems and identify solutions.</li> <li>Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences.</li> <li>Ability and willingness to travel across Medway to meet requirements of the role.</li> <li>Ability to line manage staff.</li> <li>Ability to use ICT programmes effectively to capture and analyse data in order to monitor and evaluate performance (e.g. PowerBI; Excel).</li> <li>Demonstrable ability to apply practical/procedural/organisational/policy knowledge in a specialist area and can turn theory into practical solutions.</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Independent and creative thinker when dealing with contentious situations which pose legal challenge to the LA.</li> <li>Ability to initiate working in partnership with school, parents, young people, professionals and other outside agencies.</li> <li>Ability to professionally challenge schools, colleges, training providers, parents and professionals on matter directly relating to legislation.</li> <li>Budgetary management and cost reduction strategy.</li> <li>quality assurance and monitoring the performance of AP.</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Ability to influence decision making at a strategic level.</li> <li>Ability to analyse and interpret varied and complex information, and use this information to develop strategies, identify trends, anticipate challenges and solutions towards Medway approach to inclusion.</li> <li>Ability to use well developed communication skills to present complex/sensitive information to a wide range of audiences to bring about effective solutions.</li> <li>Demonstrable ability to lead on the operational development of the inclusion service, 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.</li> <li>Demonstrable ability in ICT programmes to capture data and monitor performance (e.g. PowerBI, Excel, Synergy, Mosaic).</li> </ul>
Lead SEND Complaints and Tribunals Officer	Range 5	<ul style="list-style-type: none"> <li>To represent the Local Authority at the Special Educational Needs and Disability Tribunal and defend appropriateness of the proposed service provision for an individual child/young person, and exercise decision making duties with integrity.</li> </ul>	Required for this level.	In addition to level A	In addition to levels A and B
			<b>Qualifications</b> <ul style="list-style-type: none"> <li>GCSE's A-C/ 4-9 (or equivalent) in Maths and English</li> <li>Minimum 2 A levels or Level 3 academic qualification</li> </ul>	<b>Qualifications</b> <p>Continued evidence of ongoing professional and personal development.</p>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>Working towards or educated to level 3 or equivalent in related subject</li> </ul>



		<ul style="list-style-type: none"> <li>To provide key leadership in case management of SEN appeal related cases to ensure that the Council discharges its responsibilities effectively in relation to statutory appeals to the Special Educational Needs and Disability Tribunal (SENDIST).</li> <li>To develop practice across the SEND Assessment and Monitoring Team to reduce the Local Authority's exposure to risk of appeals to Tribunals, complaints, litigation and judicial review/complaints to the Local Government Ombudsman.</li> <li>To work directly with parents, schools, parental appointed legal representatives and other professional bodies within the statutory and legal framework related to the Special Educational Needs and Disability Tribunal process.</li> <li>To take the lead on complex casework, providing effective mediation, drawing on strong negotiation and influencing skills across a range of complex SEN issues between parents, schools and multi-disciplinary practitioners.</li> <li>To provide support and coaching to the SEND Assessment and Monitoring Team in the resolution of complex casework, ensuring that EHCP Coordinators and EHCP Officers build strategic links with schools, education provider services and other agencies to deliver positive outcomes for children and young people and to limit the Local Authority's exposure to risk of appeals to Tribunals.</li> <li>To be a source of expert advice to the Council and SEN officers on all aspects of the SENDIST.</li> </ul>	<ul style="list-style-type: none"> <li>Professional qualifications in relevant subject (SEND, Inclusion, education, law) at level 4 or above.</li> </ul>		
			<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of current SEN legislation and reform, statutory procedures and processes governing the provision of services for children with special educational needs.</li> <li>Knowledge and understanding of the impact of SEND on children and young people's educational, health and social care outcomes.</li> <li>Knowledge of the EHC assessment process and EHC plan reviews processes.</li> <li>Knowledge of the services and agencies which might be involved in EHC assessments and EHC Plan delivery.</li> <li>Extensive knowledge of the types of special needs and disabilities that effect children's education and an ability to develop this knowledge.</li> <li>Extensive knowledge of the issues faced by children and young people with special educational needs and disabilities and their families.</li> <li>Expert knowledge of the legal process for SENDIST complaints and tribunals, supporting tribunal officers with compiling case statements for tribunal hearings.</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Excellent knowledge of legislation and frameworks that apply to SEND, education and children (e.g. KCSIE, SEND CoP, Children's and Family Act 2014).</li> <li>Deep understand of the legal process for complaints and tribunals.</li> <li>Extensive knowledge of EHC assessments and EHC plans and case management.</li> <li>Knowledge of the Equality Act particularly in relation to children and young people with disabilities.</li> <li>Knowledge of Medway processes for complaints, mediations and tribunals.</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Expert in legislation and SEND frameworks relating to complaints, mediation and tribunals.</li> <li>ICT Champion and expert knowledge of internal procedures and policies to support staff induction and training.</li> <li>Medway leading expert in complaints, mediation and tribunals process and service development</li> <li>Extensive knowledge of other related legislation, including legislation governing Adult Social Care, the Children Act, and safeguarding processes.</li> <li>Expert in data management and case tracking processes.</li> </ul>
			<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Previous SEND case management experience including significant experience of managing a high case load of complex cases.</li> <li>Previous experience of Appeals and Tribunals processes and guidance.</li> <li>Experience in a SEND environment, with strong understanding of the SEND code of practice and its implementation.</li> <li>Experience of managing conflict and successful resolution.</li> <li>Experience of contributing to the development of services, policies, procedures and practices.</li> <li>Experience of coordinating multi agency teams</li> <li>Experience of working with a range of specialists and sharing specialist</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Extensive experience in SEND case management, including significant experience of managing a high case load of complex cases.</li> <li>Relevant experience of managing appeals and tribunals preparation and process.</li> <li>Substantive experience of mediation.</li> <li>Experience of producing high quality Reports.</li> <li>Experience of undertaking judicial and Local Government Ombudsman reviews.</li> <li>Experience of managing employees and carrying out management responsibilities in line with Medway policies.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Extensive experience in managing appeals and tribunals with minimal support from management.</li> <li>Experience of working with a range of specialists and sharing specialist recommendations with families and educators in an accessible format.</li> <li>Experience of Leadership in managing processes and creating shared learning.</li> <li>Experience of raising standards through a programme of informative and impactful staff training and development.</li> <li>Experience of using more complex ICT programmes effectively to capture data and monitor</li> </ul>

		<ul style="list-style-type: none"> <li>To ensure all documentation linked to SEN appeals is distributed appropriately and within specified time restraints.</li> <li>To coordinate allocation and attendance processes linked to mediation and resolution of all disputes relating to the SEND tribunal process.</li> <li>To attend resolution meetings with parents and other professionals in an attempt to settle disputed issues without the need for formal legal redress wherever possible. This will include responsibility for negotiating changes to the EHC plans using tact and diplomacy through working with families experiencing emotional turmoil.</li> <li>To ensure mediation and problem resolution is an active feature at an early stage in caseworkers' engagement with families to reduce tribunal numbers.</li> <li>To prepare evidence and responses to complaints and enquiries including from the Local Government Ombudsman (LGO).</li> <li>To track and monitor responses to enquiries, complaints, tribunals and LGO decisions, assisting service managers to prepare key documentation where needed.</li> <li>To ensure team members receive regular supervision, manage performance and support team development through annual performance review of directly supervised / line-managed staff.</li> <li>To ensure that the computerised database information is accurate and up to date at all times and that action is undertaken as required to ensure production of</li> </ul>	<p>recommendations with families and educators in an accessible format.</p> <ul style="list-style-type: none"> <li>Extensive experience of multi-agency working and working alongside a range of stakeholders to drive multi-disciplinary strategic change.</li> <li>Experience of using ICT programmes effectively to capture data and monitor performance (e.g. Microsoft office; PowerBI; Excel).</li> <li>Experience of monitoring processes and systems.</li> <li>Experience of line management</li> <li>Experience of delivering excellent customer service.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading and influencing service direction and statutory requirements for complaints, mediations and tribunals.</li> </ul>	<p>performance (e.g. PowerBI, Excel, Synergy, Mosaic).</p> <ul style="list-style-type: none"> <li>Experience of managing complex people management situations with minimal support. Applying Medway policy and process accordingly</li> </ul>
		<ul style="list-style-type: none"> <li>To ensure mediation and problem resolution is an active feature at an early stage in caseworkers' engagement with families to reduce tribunal numbers.</li> <li>To prepare evidence and responses to complaints and enquiries including from the Local Government Ombudsman (LGO).</li> <li>To track and monitor responses to enquiries, complaints, tribunals and LGO decisions, assisting service managers to prepare key documentation where needed.</li> <li>To ensure team members receive regular supervision, manage performance and support team development through annual performance review of directly supervised / line-managed staff.</li> <li>To ensure that the computerised database information is accurate and up to date at all times and that action is undertaken as required to ensure production of</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to prepare evidence into reports.</li> <li>Ability to maintain productive relationships with a wide range stakeholders and influence decision making.</li> <li>Ability to model professionalism and promote a culture of professional standards and accountability.</li> <li>Ability to analyse and interpret varied and complex information.</li> <li>Ability to use well developed communication skills to present complex/sensitive information in an understandable way.</li> <li>Ability to work independently within clear guidelines and regularly use initiative to make decisions, referring to more senior officers for advice on policy/resource issues.</li> <li>Ability to carry out tasks which impact on the wellbeing of people, including assessing needs, providing guidance on internal procedures and interpreting policies and procedures to meet specific circumstances or problems.</li> <li>Ability to lead on the operational development of the service.</li> <li>Ability to manage accounting for considerable financial amounts accurately and with due care and attention.</li> <li>Able to analyse problems and identify solutions.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Independent and creative thinker when dealing with contentious situations which pose legal challenge to the LA.</li> <li>Ability to initiate working in partnership with school, parents, young people, professionals and other outside agencies.</li> <li>Ability to professionally challenge schools, colleges, training providers, parents and professionals on matter directly relating to legislation.</li> <li>Budgetary management skills and ability to develop cost reduction strategies.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst the Inclusion Team.</li> <li>Ability to lead productive relationships with a wide range stakeholders and influence decision making at a strategic level.</li> <li>Ability to analyse and interpret varied and complex information, for use to develop strategies, identify trends, anticipate challenges and solutions.</li> <li>Highly demonstratable and effective communication skills in settling high level disputes through mediations, complaints and tribunal).</li> <li>Demonstrable ability to influence on the operational development of the service, using a range of information on future trends to set measurable performance objectives and inform the strategic thinking.</li> </ul>

		<p>accurate and timely information.</p> <ul style="list-style-type: none"> <li>To attend and contribute to Ofsted, LA, DFE and peer inspections and discussions, as required.</li> <li>To contribute to the development of multi-agency forums and groups focused on raising standards in the quality of education, inclusion, behaviour and attendance.</li> <li>To support the development of training and professional conference offers to practitioners in Medway.</li> </ul>	<ul style="list-style-type: none"> <li>Ability and willingness to travel across Medway in order to meet requirements of the role.</li> <li>Proficient use of internal ICT systems (synergy, mosaic) and supporting others in data management.</li> </ul>		
Deputy Area Inclusion Lead	Range 5	<ul style="list-style-type: none"> <li>To support the Area Inclusion Team to deliver a supportive wrap around service to ensure children, young people and their families are supported to engage effectively in education. For the families in the area, to lead on and manage the team to deliver the Local Authority's statutory functions in relation to: o SEND o Section 19 duties.</li> <li>To ensure excellent relationships with parents/ carers and their young people, championing the development of a customer centred culture.</li> <li>To maintain excellent working relationships with all schools so that early support and advice can be offered when required.</li> <li>To work with the Area Inclusion Lead to deliver the Local Authority's statutory functions in relation to SEND, Elective Home Education and Child missing education.</li> <li>To ensure the delivery of high-quality analysis, evaluation and use of data, information and intelligence, and to support the Head of Inclusion to compile key statutory documents and report (e.g., DFE returns,</li> </ul>	Required for this level	In addition to level A	In addition to levels A and B
			<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Educated to level 3 or equivalent relevant experience.</li> <li>Professional qualifications in relevant subject and / or evidence of ongoing professional development in the fields of expertise required.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Continued professional development in SEND/Inclusion / education/ health /social care related qualification.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Working towards or educated to level 3 or equivalent in related subject</li> </ul>
			<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Expert and detailed knowledge of SEND and how it effects learning and inclusion.</li> <li>Detailed knowledge of the legal process for SENDIST complaints and tribunals.</li> <li>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.</li> <li>Knowledge of safeguarding frameworks. Awareness of local authority inspection frameworks.</li> <li>Knowledge and understanding of promoting independence, resilience and wellbeing for children, young adults and families.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Excellent knowledge of legislation and frameworks that apply to SEND, education and children (e.g. KCSIE, SEND CoP, Children's and Family Act 2014).</li> <li>Knowledge of local authority inspection regimes and Area SEND inspection frameworks.</li> <li>Understanding of principles of excellent data quality, data protection and information sharing (e.g. GDPR), and how to apply them.</li> <li>Understanding of Medway's local and national education / SEND targets.</li> <li>Working knowledge of SEND and Inclusion processes in Medway.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Expert knowledge of the legal process for SENDIST complaints and tribunals, supporting tribunal officers with compiling case statements for tribunal hearings.</li> <li>ICT Champion and expert knowledge of internal procedures and policies to support staff induction and training.</li> <li>Extensive knowledge of internal SEND and Inclusion processes.</li> <li>Completion of supervision or line management awareness / principles.</li> <li>Expert in internal case management processes.</li> </ul>

		<p>monthly analysis, Area SEND Inspection).</p> <ul style="list-style-type: none"> <li>To co-ordinate partnership arrangements with schools</li> <li>To work with the Area Inclusion Lead to ensure processes are efficient and implemented to a high standard of compliance (e.g., in relation to statutory timeframes, facilitating SEND panels, data entry and storage)</li> <li>To work with other Hubs teams to ensure a seamless transfer of case information and consistency of practice.</li> <li>To deputise for the Area Inclusion Lead when required.</li> <li>To successfully and efficiently manage a high caseload from assessment stage through to case management stages and to support others to manage their caseloads with a high level of efficiency and care.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Experience in a SEND environment, with strong understanding of the SEND code of practice and its implementation.</li> <li>Experience of pastoral care in schools and academies or safeguarding.</li> <li>Experience working in SEND settings, e.g. working within specialist schools or resourced provisions.</li> <li>Substantive experience of managing conflict and successful resolution.</li> <li>Experience of contributing to the development of services, policies, procedures and practices.</li> <li>Experience of successfully and proactively managing a complex caseload, from assessment through to case management stages, and supporting others to manage their caseloads.</li> <li>Experience of coordinating multi agency teams</li> <li>Experience of working with a range of specialists and sharing specialist recommendations with families and educators in an accessible format.</li> <li>Experience of delivering excellent customer service.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Extensive experience in a SEND environment with strong understanding of the SEND code of practice and its implementation.</li> <li>Extensive case management experience across SEND, Inclusion, section 19, EOTAS, EHE, CME processes.</li> <li>Experience of working with multi-agencies in developing effective plans and approaches.</li> <li>Experience of deputising for a manager as point of contact for staff, attending stakeholder meetings and panel chairing.</li> <li>Experience of supervising case holding practitioners.</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Extensive successful experience working in the Education or SEND arena.</li> <li>Experience of coordinating multi agency teams</li> <li>Experience of working with a range of specialists and sharing specialist recommendations with families and educators in an accessible format.</li> <li>Experience of raising standards through a programme of informative and impactful staff training and development.</li> <li>Extensive experience of supervising case holding practitioners.</li> <li>Experience of using ICT programmes effectively to capture data and monitor performance (e.g. PowerBI, Excel, Synergy, Mosaic).</li> <li>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.</li> </ul>
			<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Ability to make an influential decision within the context of competing demands.</li> <li>Excellent interpersonal skills.</li> <li>Proven ability to negotiate and persuade and build and maintain effective working relationships at all levels.</li> <li>Proven ability to communicate with, engage and influence children, young adults, carers, partners and stakeholders, in complex situations.</li> <li>The ability to support and challenge other colleagues by providing specialist knowledge, advice and guidance.</li> <li>Contribute to the development and successful implementation of SEN policy and strategy.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Independent and creative thinker when dealing with contentious situations which pose legal challenge to the Local Authority (LA).</li> <li>Ability to initiate working in partnership with school, parents, young people, professionals and other outside agencies.</li> <li>Ability to professionally challenge schools, colleges, training providers, parents and professionals on matter directly relating to legislation.</li> <li>Understanding of value for money and experience of budget or resource management e.g. education resource provision for individual children or services.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level.</li> <li>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.</li> <li>Ability to use well developed communication skills to present complex/sensitive information, to a range of audiences to bring</li> </ul>

			<ul style="list-style-type: none"> <li>Ability to model high levels of professionalism and promote a culture of professional standards and accountability.</li> <li>Ability and willingness to travel across Medway in order to meet requirements of the role.</li> <li>Able to analyse problems and identify solutions.</li> <li>Proficient use of ICT and supporting others in data management.</li> <li>Consistent and comparable approach across financial management.</li> </ul>		<p>about effective outcomes or developments.</p> <ul style="list-style-type: none"> <li>Demonstrable ability to supervise, co-ordinate or train other employees where required.</li> <li>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.</li> </ul>
Area Inclusion Lead	Range 6	<ul style="list-style-type: none"> <li>To lead Hub Area Inclusion Teams to deliver a supportive wrap around service to ensure children, young people and their families are supported to engage effectively in education.</li> <li>For the families in the area, to lead on and manage the team to deliver the Local Authority's statutory functions in relation to: <ul style="list-style-type: none"> <li>-SEND</li> <li>-Elective Home Education</li> <li>-Child Missing Education</li> <li>-Section 19 duties</li> <li>-Attendance</li> </ul> </li> <li>To ensure excellent relationships with parents/ carers and their young people, championing the development of a customer centred culture.</li> <li>To maintain excellent working relationships with all schools so that early support and advice can be offered when required.</li> <li>To manage the Local Authority's statutory functions in relation to SEND, Elective Home Education and Child missing education.</li> <li>To ensure the delivery of high-quality analysis, evaluation and use of data, information and intelligence, and to support the Head of Inclusion to compile key statutory documents and</li> </ul>	Required for this level.	In addition to level A	In addition to levels A and B
			<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Professional qualifications (level 3 or above) in relevant Inclusion and or SEND subject and / or evidence of ongoing professional development in the fields of expertise required.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Working towards leadership or management qualification or significant training or a commitment to work towards achieving this.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Achievement of a level 5 leadership or line management qualification or equivalent, or significant training</li> </ul>
			<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Expert in SEND, Inclusion or Education statutory processes.</li> <li>Expert knowledge of the legal process for SENDIST complaints and tribunals, supporting tribunal officers with compiling case statements for tribunal hearings.</li> <li>ICT expert knowledge of internal procedures and policies to support staff induction and training.</li> <li>Excellent knowledge of legislation and frameworks that apply to SEND, education and children (e.g. KCSIE, SEND CoP, Children's and Family Act 2014).</li> <li>Knowledge and understanding of promoting independence, resilience and wellbeing for children, young adults and families.</li> <li>Knowledge of local authority inspection regimes and Area SEND inspection frameworks, including CQC, ILAC and health inspections.</li> <li>Knowledge of safeguarding relevant to vulnerable adults and children.</li> <li>Understanding of principles of excellent data quality, data protection and</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Operational knowledge of Safeguarding policies and procedures.</li> <li>An understanding of the role elected members and internal governance arrangements / procedures.</li> <li>Knowledge and experience of developing services, policies procedures and practices.</li> <li>Knowledge of change management strategies.</li> <li>Knowledge of internal related policies and service procedures.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Substantive working knowledge of HR process and procedures.</li> <li>Deep knowledge of change management strategies and leadership.</li> </ul>

		<p>report (e.g., DFE returns, monthly analysis, Area SEND Inspection).</p> <ul style="list-style-type: none"> <li>To co-ordinate partnership arrangements with schools</li> <li>To ensure processes are efficient and implemented to a high standard of compliance (e.g., in relation to statutory timeframes, facilitating SEND panels, data entry and storage)</li> <li>To work with other Hubs teams to ensure a seamless transfer of case information and consistency of practice.</li> <li>To lead in an area of SEND expertise, (e.g. Children with a social worker (CWSW); EOTAS provision, post-16 support, EY and KS2 transitions, Quality Assurance).</li> <li>To successfully, diligently and efficiently manage a caseload of complex cases, and to support others to manage their caseloads with a high level of efficiency and care.</li> </ul>	<p>information sharing, and how to apply them.</p> <ul style="list-style-type: none"> <li>An understanding of effective performance management including case audit, service user feedback and application of HR policies and procedures.</li> </ul>		
			<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Extensive successful experience working in the Education or SEND arena.</li> <li>Experience of supervision or line management of others, including recruitment, performance management dispensary and grievance issues.</li> <li>Experience of supporting the development of and / or implements systems for quality assurance and monitoring performance and outcomes.</li> <li>Experience of coordinating multi agency teams and / meetings.</li> <li>Experience of working with a range of specialists and sharing specialist recommendations with families and educators in an accessible format.</li> <li>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.</li> <li>Basic experience of budgetary monitoring.</li> <li>Relevant experience of working within a LA setting.</li> <li></li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Relevant experience in Local Authority.</li> <li>Good experience of budgetary monitoring and managing service resources.</li> <li>Experience of raising standards through a programme of informative and impactful staff training and development.</li> <li>Experience of developing and implementing policy and procedural change.</li> <li>Experience of budgetary management and supporting value for money initiatives.</li> <li>Participating in working groups or projects.</li> <li>Experience of managing employees and carrying out management responsibilities in line with Medway policies.</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Experience of communication difficult information successfully.</li> <li>Experience of Leadership in resourcing services.</li> <li>Experience of Leadership in budgetary management.</li> <li>Experience of Leading working groups or projects.</li> <li>Experience of managing complex people management situations with minimal support. Applying Medway policy and process accordingly.</li> </ul>
			<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Commitment to equality and diversity, identifying service strategies to deliver equitable and fair services for users and employees, challenging discriminatory practices and actively managing and promoting diversity.</li> <li>Ability to model high levels of professionalism and promote a culture of professional standards and accountability.</li> <li>Direct line management of employees and or supervision of case holding staff.</li> <li>Ability to maintain productive relationships with a wide range of</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Skills in implementing effective Inclusion and SEND services for users and employees.</li> <li>Demonstrable ability to lead productive relationships.</li> <li>Good report writing skills that capture varied and complex information.</li> <li>Established skills in managing service performance objectives against national, statutory and local targets.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Leadership skills in operational development.</li> <li>Excellent report writing skills that support the development of strategies, anticipate challenges and identify solutions.</li> <li>Developed skills in creating partnerships to bring about strategic change.</li> <li>Excellent interpersonal and communication skills to be able to resolve difficult, complex and sometimes confrontational situations, imposing requirements</li> </ul>

			<p>stakeholders and influence decision making at a strategic level.</p> <ul style="list-style-type: none"> <li>• Ability to analyse and interpret varied and complex information to support EHCP processes.</li> <li>• Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences including parents / carers, providers and stakeholders.</li> <li>• Demonstrable ability to lead on the operational activities of the Inclusion and or SEND service, 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.</li> <li>• Able to analyse problems and identity solutions across Medway order to meet requirements of the role.</li> <li>• Ability to use ICT programmes effectively to capture data and monitor performance (e.g. PowerBI, Excel, Synergy, Mosaic).</li> <li>• With support from HR, manage appropriate HR processes and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Established ability to be solution focused on relation to meeting statutory targets and timescales.</li> </ul>	<p>on unreceptive partners, stakeholders and customers without access to more senior officers.</p> <ul style="list-style-type: none"> <li>• Established staff management skills and ability to lead high performing teams meeting statutory timescales and targets.</li> <li>• A proven track record of an ability to think flexibly and respond quickly in changing circumstances for effective solutions.</li> </ul>
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