Role profile

**EHCP Practitioner**

**Our values:**

**We are dedicated, respectful, collaborative. We are Milton Keynes City Council.**

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| **Service** | SEND |
| **Reports to** | EHCP Specialist Team Manager and Senior Specilist Teacher |
| **Job family** | Education |
| **Grade** | F |
| **Political restricted?** | N |
| **DBS required?** | Y - Enhanced |
| **Date** | February 2023 |
| **JE Code** | JE1369 |

Key deliverables

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| **1** | Deliver educational packages to children and young people with an EHCP in Milton Keynes who have moved to the area, where placements have broken down and when accessing schools or settings has become a challenge |
| **2** | Work with settings advising and modelling good practise for children and young people with EHCPs |
| **3** | Maintain up to date and high quality records of information that inform wider agencies and professionals |
| **4** | Liaise, support and professionally challenge schools and settings across Milton Keynes to ensure they are fulfilling their educational responsibilities in line with the SEND Code of Practice |
| **6** | Work closely with other agencies and services in a collaborative and holistic way, sharing information and planning together, to meet the needs of children, young people and their families |
| **7** | Devise and implement clear intervention packages appropriate for each case to address identified needs, acting as Lead professional as required |

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both service and city council wide needs*

**Essential requirements** Key skills, expertise, and qualifications

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| **1** | Be an experienced practitioner, who enjoys working with children and young people with special educational needs and disabilities. |
| **2** | Pass an Enhanced DBS check as part of pre-employment checks (unless you are on the DBS Update Service). |
| **3** | Have a full UK driving license and access to a car is essential as you will be requested to travel to settings all over and outside of Milton Keynes. You will be required to provide evidence of your vehicle insurance with business use. This is required for any roles that requires the employee to travel to more than one place of work. |
| **4** | Significant experience in the use of Educational, Health and Care Plans and policy around these, including the SEND Code of Practise |
| **5** | Have a positive, resilient outlook with the child or young person at the centre |
| **6** | Be a good team player as well as be prepared to support and line manage other team members |

Job family

**Education (Grade F)**

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| **Colleague expectations**   * Be professional at all times * Work together for the good of the team, city council and local people * Promote a supportive culture * Challenge assumptions * Take ownership * Be willing to change and do things differently * Always work in a safe manner | **Manager expectations**   * Be a role model by displaying positive behaviours at all times * Make well-considered decisions * Support, coach and communicate with my team * Be accountable for my team’s performance |

Education family job holders work directly with children and adults in an academic or related setting. They support the work of the wider team by engaging with those under the city council's duty of care, and under the supervision and/or direction of teaching professionals and school management teams.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

**Role characteristics**

At this level job holders will use their management authority and/or professional knowledge and experience to make substantive decisions about not only individual children, but about the in-school service they oversee, working closely with teaching colleagues and school management.

**The knowledge and skills required**

The type of knowledge required at this level will almost always be evidenced by a combination of formal, certificated education and extended experience in a scholastic or other child centred setting.

One to one interaction with children will involve assisting them with physical activities that require some precision. This might include such activities as art, writing, tool or computer use.

**Thinking, planning and communication**

Job holders will be taking a forward-thinking approach to ensuring the welfare of individuals and groups, taking responsibility for assessing their specific needs and devising and delivering appropriate activities and interventions for their benefit. They will make ongoing judgements and appraisals and contribute to child centred development programmes. With many issues and problems being escalated to the job holder, they will need developed advisory, guiding and persuasive skills to handle small-scale, but difficult and potentially contentious situations.

Job holder will need to encourage individuals and groups of children to engage appropriately in both formal and informal school settings, this will require the exercise of both the authority vested in the post and the necessary communication skills to persuade others to conform to behavioural expectations.

**Decision making and innovation**

Job holders will have considerable freedom to manage their own work and that of others. They will of course adhere to school policies and procedures but will have responsibility for shaping their school’s response to the needs of varied groups of children, as well as the individuals they work with on a one to one basis. Using their initiative to deal with problems and issues, they will solve most day-to-day problems independently, without recourse to managers for anything but particularly serious problems.

**Areas of responsibility**

Job holders will be required to make formal judgements and assessments of children’s wellbeing and academic and social development. Making important contributions to the overall development plans overseen by teaching staff, job holders will personally devise and implement activities and interventions to children’s direct benefit, both individually and in groups.

Job holders will have direct responsibility for the management of a small team of other staff. This will include attendance, appraisal, training and other formal elements.

There will be no significant financial responsibilities beyond the occasional handling of small amounts of cash.

Some jobs will have formal responsibility for the safe use and basic maintenance of vehicles, equipment or other physical resources, but all will share responsibility for record keeping relating to individual children.

**Impacts and demands**

Job holders will be required to be walk/stand for a considerable proportion of their working time and will periodically need to exert considerable physical effort in discharging their duties.

Job holders will be responsible to ensuring the welfare of the children in their care, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

At this level, meaningful learning related interactions with children are an essential component of the job. As personal working relationships are forged, it is inevitable that job holders will require enhanced emotional resilience to deal with children and maybe others such as parents/guardians who occasionally place significant emotional demands on the job holder.

With the focus of the role firmly on the activities of children, there will inevitably be some exposure to unpleasant conditions. This might include dealing with bodily fluids and/or working in inclement weather.