Role profile

**New to Area Co-Ordinator**

**Our values:**

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

|  |  |
| --- | --- |
| **Service** | SEND |
| **Reports to** | EHC Education Delivery Manager |
| **Job family** | Education |
| **Grade** | G |
| **Political restricted?** | N |
| **DBS required?** | Y – Enhanced plus barred list Child and Adult |
| **Date** | July 2025 |
| **JE Code** | JE2732 |

Key deliverables

|  |  |
| --- | --- |
| **1** | Co-ordinate and lead on educational packages in partnership with the **Education Provision Lead (Senior teacher)** for children and young people with an EHCP in Milton Keynes who are new to area (NTA) with an EHCP. Ensuring packages take into consideration the pressures on the High Needs Block and provide value for money. You will spend time working directly with children and young people who are NTA as part of your caseload. |
| **2** | Advise the staff in the co-ordination of transition for CYP who are NTA when placed within a school/setting with or without an EHCP. |
| **3** | Ensure children and young people are placed within an educational setting in a timely manner following the consultation process for children with an EHCP ensuring statutory requirements are adhered to. This will involve liaising with families, mainstream and specialist settings ensuring communication is high quality and clear. |
| **4** | Maintain up to date and high quality records of information including case load and financial overview that inform wider agencies and professionals. Analyse, present and report data to drive improvement to the **EHC Education Delivery Manager** through monthly KPIs and a highlight reports. Lead, participate and contribute to the ongoing improvement of the SEND Local Area by working as part of the SEND Partnership in line with our SEND Strategy. |
| **5** | Working in partnership with the admissions team, ensure children and young people who are SEND support are placed within an educational setting in a timely manner making sure statutory requirements are adhered to. This will involve liaising with families and mainstream settings on a regular basis ensuring communication is high quality and clear. |
| **6** | Ensure that all safeguarding processes and procedures in Milton Keynes including attendance of children and young people on educational packages are followed |
| **7** | Be able to offer informed and considered advice. This can include but not limited to attending and managing mediation, attending tribunals (in support of the tribunal lead) and dealing with complaints to resolve issues and concerns effectively. |
| **8** | Enhanced plus barred DBS – Working within regulated activity providing advice/guidance on physical, emotional or educational wellbeing. |

*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

|  |  |
| --- | --- |
| **1** | At least 3 years’ experience of working in an educational environment local government or other relevant field with an understanding of current Special Educational Needs principles and procedures and current legislation related to SEN and Disability Discrimination Act. Relevant degree or equivalent level qualification. |
| **2** | Significant experience in the use of Educational, Health and Care Plans and policy in relation to new to area processes and law. |
| **3** | Have a positive, resilient outlook with the child or young person at the centre, whilst ensuring the packages reflect the financial pressures on the High Needs Block. |
| **4** | Be a good team player as well as be prepared to support and line manage other team members. |
| **5** | Excellent ICT skills including the use of word, power point, excel, AI tools and Capita ONE. |
| **6** | Effective written and verbal communication skills, ensuring EHCPs can be produced with a high quality ability to deal with families and professionals who may be anxious or unhappy with the decisions made. |
| **7** | Have a flexible approach to resolving challenging situations and conversations, and be able to maintain a calm and professional manner in a variety of environments. Experience and ability to manage and hold Local Authority decisions when stake holders may voice dissatisfaction at outcomes. |
| **8** | Be resilient in the changing landscape of SEND showing ability to be flexible and work to the needs of the ever-changing business. |
| **9** | Pass an Enhanced DBS check as part of pre-employment checks (unless you are on the DBS Update Service). |
| **10** | Have a full UK driving license and access to a car is essential as you will be requested to travel to settings/homes 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. |

Job family

**Education (Grade G)**

|  |  |
| --- | --- |
| **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 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, leading a team and working closely with teaching colleagues and school management.

**The knowledge and skills required**

At this level, the expertise that underpins job holders’ decisions and authoritative recommendations will almost always be evidenced by a combination of formal, certificated education and extended experience in a scholastic or other child centred setting.

Jobs at this level which do not require quite the in-depth theoretical knowledge described above will offset this with higher levels of financial responsibility and/or personal impact factors such as physical effort or more difficult working conditions. 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.

Computer use is also a day to day feature of these roles.

**Thinking, planning and communication**

Job holders will be taking a forward-thinking approach to ensuring the welfare of their team, 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 holders they will need developed advisory, guiding and persuasive skills to handle small scale, but difficult and potentially contentious situations. Encouraging individuals and groups of children to engage appropriately in both formal and informal school settings 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 their team. 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 well- being and academic and social development. 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 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 the ongoing significant emotional demands that this brings.

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