EHC Practitioner 

JE Code: JE2280

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| **Values – We are dedicated, respectful, collaborative, we are Milton Keynes Council**

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| Service | * SEND
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| Reports to: | * EHC Practitioner Team Leader
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| Job Family | * Professional and Technical
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| Grade | * F
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| Political restricted | * N
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| DateJE Code | * Aug 2021
* JE2280
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**Key Deliverables**

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| **1.** | To liaise and be part of the SEND team, to challenge and support schools/settings across Milton Keynes to ensure they are fulfilling their educational responsibilities for CYP with SEND in line with the SEND Code of Practice, current DfE legislation and initiatives. |
| **2.** | To support CYP with SEND within educational settings, advising and modelling strategies to staff using a child centred consultation approach. This may include direct work with the CYP working within the educational setting, home or other location. |
| **3.** | To ensure that schools are aware of and follow safeguarding processes and procedures in Milton Keynes including children missing from education, children absent from school and children on part-time timetables.  |
| **4.** | Devise and implement clear educational packages appropriate for each case to address identified needs, acting as Lead professional as required for children and young people who move into Milton Keynes or where school placements have failed, including supporting transition to the CYP’s next educational setting  |
| **5.** | Work with educational settings to improve, monitor and evaluate the outcomes for CYP with SEND. Maintain good quality record keeping and use data analysis of your case load to measure the impact of your work using directed programmes such as ONE. |
| **6.** | Work closely with other agencies and services in a cooperative and holistic way, sharing information and planning together, to meet the needs of CYP and their families |
| **7.**  | Contribute to the SEND Support Line duty rota through answering calls and email queries. Be able to offer informed advice and next steps to resolve concerns effectively.  |

*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 council wide needs*

**Essential Requirements (key skills & qualifications)**

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| **1.** | Professional qualifications: BTEC, NVQ3 in childhood development field or work experience equivalent. |
| **2.** | Experience of working with children and young people with a range of special educational needs, including writing smart outcomes. |
| **3.** | Must have valid driving license, own transport and be willing to travel to meet service delivery requirements. |
| **4.** | Have excellent ICT skills, be confident in the use of MS Teams, PowerPoint, Word, LA programmes and other technologies that are supportive to CYP with SEND. |
| **5.** | Possess a high level of interpersonal skills with the ability to communicate effectively both orally and in writing. |
| **6.** | To be able to work effectively in collaboration with team members, including wider SEND Team colleagues, other professionals and families to ensure CYP and Education settings reach positive outcomes for all. |
| **7** | Have a flexible approach to resolving challenging situations to meet the service needs, including managing and mediating challenging conversations. Have experience of and be able to maintain and calm and professional manner when working in challenging environments.  |
| **8** | To be able to produce materials and resources (e.g. visual aids, timetables, emotions cards) to support learning as required to enable CYP to engage in purposeful learning.  |

Job Family 

Professional and Technical

Grade F

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| **Colleagues Expectations*** Be professional at all times
* Work together for the good of the team, 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
 | **Managers 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
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**Job Family- Professional & Technical**

**Role Characteristics**

At this level with dedicated specialist qualifications or an equivalent level of direct experience in their particular field, job holders deal autonomously with complex issues, analysing and forming judgements about not only their own technical or professional specialism, but also the attendant resource, finance, planning and similar issues that combine to challenge the job holder.

**The knowledge and skills required**

The range of knowledge required for these roles includes an understanding of the policies and procedures across the specialist area in which job holders work as well as a solid underpinning of technical knowledge gained through dedicated, formal education. Together, these requirements would usually mean that job holders have been working within the specific field for a reasonable time, such that they have been exposed to many of the routine and more unexpected circumstances of their role.

While the majority of roles will have demands for manual dexterity in relation to typing and similar functions, jobs will use a range of equipment requiring precision in their use and handling.

**The type of thinking, planning and communicating necessary**

The situations and problems dealt with at this level will be increasingly complex, involving several information streams where analytical and judgemental skills will be needed to interpret information correctly and determine optimum solutions. While job holders will have plenty of day to day issues to contend with, they will also need to plan some months ahead to achieve medium-term objectives in such areas as project support or service development.

At this level, the information exchanged with internal and external colleagues, and members of the public will call for developed communication skills on the part of the job holders. Matters will be technically complicated, requiring careful explanation, or sensitive, requiring signficant listening skills to interpret information and provide appropriate advice.

**The freedom to make decisions and innovate**

Job holders will have the autonomy to adapt specific approaches to better meet medium term objectives. They will be bound by the recognised procedural framework of their specialism as it is managed by the Council, but will decide when and precisely how duties are to be carried out. They will also deal with problems (often escalated to this level) for which there are no set-down routes to a solution other than broad service practice guidelines.

**The areas of responsibility**

With a diverse range of jobs being represented at this level of the PT family, the precise blend of responsibilities for which the job holder is accountable will depend upon the service in which they operate.

External facing roles will focus on the needs of people, whether external service users or partners, and will be responsible for high-impact decision making and the implementation of appropriate programmes on behalf of individuals or groups of people OR enforcement of regulations which have direct and significant consequences upon those served. Such roles are likely to have only modest levels of responsibility for finance, information assets, equipment, premises etc.

Internal roles are likely to have this pattern reversed, with weightier responsibility for significant financial and non-financial assets, but less for the assessment of needs of individuals and groups.

Job holders will have supervisory responsibility for the work of others and will be accountable for the quality and timeliness of outputs, whether related to the work of internal teams or temporary external contractors, volunteers or others.

**The impacts and demands of the role**

At this level, tasks and duties will be generally carried out in a sedentary position but there will always be a requirement for standing and walking from time to time, and the occasional need to lift or carry items.

The problem solving and decision making elements of these jobs mean that job holders require lengthy periods of enhanced mental attention to attend to duties, while also dealing with deadlines, interruptions and conflicting demands.

Duties of jobs at this level in the PT family will not require job holders to develop and maintain working relationships with people who, through their circumstances or behaviour, place particular emotional demands on the job holder.

Many Professional / Technical job holders find themselves exposed to some disagreeable, unpleasant or hazardous working conditions when the particular needs of their specialism requires them to work on external sites exposed to the weather, in or around refuse and waste plant, close to particularly noisy machinery and in similar environments. Other PT jobs, such as enforcement roles, may also see job holders exposed to verbal abuse and threatening environments. In all cases, job holders will minimise risk and conform to health and safety regulations to mitigate any negative effects of such exposure.