

## Job Description SENDIAS Senior Officer

|                      |   |                               |         |
|----------------------|---|-------------------------------|---------|
| <b>Service:</b>      | Quality Assurance,<br>Safeguarding and Inspection | <b>Team:</b>                  | SENDIAS |
| <b>Location:</b>     | Countywide  |                               |         |
| <b>Salary range:</b> |   | <b>Grade:</b>                 | 9       |
| <b>Reports to:</b>   | SENDIAS Team Manager                              | <b>Staff responsible for:</b> | 4-6     |

### Job Purpose

This role will manage a county wide team that delivers the (Grade 6) SENDIAS team functions across all districts of Lancashire and support complex case work that requires senior oversight.

The team delivers high quality Information advice and support to parent, carers, young people with SEND and professionals that work with these families. The grade 6 officers deliver IAS first contact and graduated response focusing on empowering and signposting. They support local parent carer groups and disseminate IAS team functions, through group meetings, presentations or informal discussions.

The role reports to IAS team manager and Quality Assurance, Safeguarding Inspection and Audit service. The service is accountable to SENDIAS steering Group and whilst maintaining independence sits within the Lancashire Children and Education directorate.

### Accountabilities/Responsibilities

- Promote equality and diversity to make sure that all children young people and families are treated with dignity and respect when receiving children's services.
- Support and sustain a customer service culture and demonstrate personal accountability for performance and excellence in service delivery.
- Line management responsibilities for Grade 6 liaison officers. Set work objectives and standards for them, translating well defined overall objectives into clear and detailed activities for individuals. Monitor the effective performance of staff in delivering against these.
- Engage positively with stakeholders, including employees, partners and children, young people and their parents and carers, ensuring that they are kept well informed, actively listened to and involved in continuous and future service development and review.
- Identify ways to improve practice, operations, performance, and efficiency by engaging with stakeholders, relying on relevant research and driving change required.
- Co-ordinate, monitor and review workflow, and resolve day to day operational issues to ensure delivery meets internal and external targets and standards. Within own area may need to look months ahead and contribute to service planning.
- Adapt procedures and work plans in own area to improve operations, performance and efficiency. This may require periodic analysis of management information.
- Contribute towards promoting the service offer, the setting of objectives and targets for business planning in specific area to support the delivery of effective and responsive services.

## Specific post responsibilities

- Manages, develops and embeds systems and processes for the SENDIAS team.
- Ensure a high standard of professional practice is maintained across the service through personal example, coaching, mentoring and consultation.
- Provide learning opportunities to promote the professional development of staff within the service.
- Uses IT systems to identify, review and monitor work within the team then contribute towards planning for the service.
- Uses data to monitor and evaluate service delivery.
- To undertake case file audits, as part of supervision of staff. Including evidence of feedback to staff, using their own expertise to feedback and to support the development of practitioners.
- Work with the IAS Manager to embed service delivery models in the locality teams.
- Collect and analyse service data to inform service delivery within IAS and the wider Local Authority, including feedback from service users and others.
- Represent the IAS Team at meetings when appropriate. Deputising for the manager /senior manager where required.
- Work with the Team Manager, IAS Officer and the other local authority officers to challenge any educational establishments that are highlighted as a cause for concern regarding the delivery of the legal requirements to children and young people in Lancashire.
- Attend and contribute to regional IASSN meetings on behalf of Lancashire and report back to IAS Team manager if necessary.
- Provide direction and advice to colleagues as deputy to the IAS team manager.
- Assist to create, develop and deliver course for parent carers around SEND legislation and duties
- Deliver reports or project work as when required as a team function lead.
- Use a wide range of managerial skills and approaches to ensure liaison officers have ongoing supervision and continuous professional development.
- Contribute to caseload allocation, taking on complex cases personally, as necessary.
- Ensure complaints and concerns are dealt with in a professional and timely manner
- Manage a complex IAS caseload of young people and parent carers requiring one to one IAS, prioritising effectively to deliver the team and statutory requirements.  
Support families by telephone, email, home visits, school or multiagency meetings.
- Work confidently with families across Lancashire. This could include direct work with children and young people with SEND, providing appropriate impartial and confidential, information, advice and/or support. This should include:
  - local policy and practice
  - the Local Offer
  - personalisation and Personal Budgets
  - law on SEN and disability, health and social care, through suitably independently trained staff

- advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation
- information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress
- Deal with a variety of issues raising in complexity from first concern through to problems with the school or SEND service. Typically queries at L2-4 (as defined by the IAS Services Network).
- Empower Children, young people and parent carers to have a voice regarding their (or their child's) education, training, health and social care needs.
- Provide advice through work with parent carer support groups, local SEN youth forums or disability groups, or training events.
- Ensure that work is appropriately recorded, and that individual and group needs are identified and responded to.
- Support families through the mediation and disagreement resolution processes, including tribunals.
- Help children, young people and parents to understand their rights in matters including exclusion, complaints, SEN processes and SEND appeals.

Additional Skills:

- **Leadership Skills:** Proven ability to lead, inspire, and develop a team.
- **Communication Skills:** Excellent communication and interpersonal skills to engage effectively with stakeholders.
- **Analytical Skills:** Strong analytical skills to identify areas for improvement and implement effective solutions.
- **Organisational Skills:** Exceptional organizational skills to manage multiple responsibilities and priorities.
- **IPSEA level 3**

Due to the changing nature of the business, this job description serves as a framework to outline the main areas of responsibility. It is not intended to be either prescriptive or exhaustive and will inevitably change. You may be required to undertake other activities of a similar nature that fall within the remit of your area of work, as directed by service management, and this may entail working from other locations.

**Other**

- **Equal Opportunities**  
We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.
- **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

- **Customer Focused**

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

## Our Values

**We expect all our employees to demonstrate and promote our values:**

- **Supportive**

We are supportive of our customers and colleagues, recognising their contributions and making the best of their strengths to enable our communities to flourish.

- **Innovative**

We deliver the best services we possibly can, always looking for creative ways to do things better, putting the customer at the heart of our thinking, and being ambitious and focused on how we can deliver the best services now and in the future.

- **Respectful**

We treat colleagues, customers and partners with respect, listening to their views, empathising and valuing their diverse needs and perspectives, to be fair, open and honest in all that we do.

- **Collaborative**

We listen to, engage with, learn from and work with colleagues, partners and customers to help achieve the best outcomes for everyone.

## Person Specification SEND IAS Senior Officer

| Requirements  | Essential<br>(E)<br>or<br>Desirable<br>(D)   | To be identified<br>by: application<br>form (AF),<br>interview (I),<br>test (T), or<br>other (give<br>details)  |
|---|--|---|
| <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• L3 IPSEA legal training online and face to face, within 12 months of being appointed</li> <li>• A relevant degree level qualification or relevant, significant experience of working within SEND services.</li> <li>• Management Experience</li> </ul>   | <p>E</p> <p>D</p> <p>D</p>   | <p>AF</p> <p>AF</p>   |
| <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Analysing information and making appropriate recommendations</li> <li>• Maintaining an impartial and neutral stance when providing information, advice and support in complex situations that are often emotionally charged</li> <li>• Appropriately recording, maintaining and monitoring information in line with legal and regulatory frameworks</li> <li>• Working independently as well as within a team whilst managing and effectively prioritising a complex workload</li> <li>• Working with Children in a child focused manner. in a people focussed organisation</li> <li>• Developing and/or maintaining good communication with professionals, children and families and ensuring effective partnership working.</li> <li>• Supporting improvement and developing reflective practice</li> <li>• Facilitating training to children, young people and parent/ carers</li> </ul><br><ul style="list-style-type: none"> <li>• Experience of leading, coaching and mentoring to develop others.</li> <li>• Experience of using effective supervision systems</li> </ul> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> | <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> |

| Knowledge and skills:  |   |                |
|--|---|----------------|
| <ul style="list-style-type: none"> <li>• Good co-operative team working that is focused on driving forward, adding value and resolving issues</li> </ul>   | E | AF, I          |
| <ul style="list-style-type: none"> <li>• IAS delivery and IAS minimum standards.</li> </ul>  | E | AF, I          |
| <ul style="list-style-type: none"> <li>• Demonstrable in-depth knowledge of the main SEND and related legislation and guidance, particularly the Children and Families Act 2014, SEND Code of Practice 2014, the Equality Act 2010, Section 2 of the Chronically Sick and Disabled Person's Act 1970, the Mental Capacity Act 2005, Working Together to Safeguard Children 2013</li> </ul> | E | AF, I          |
| <ul style="list-style-type: none"> <li>• Knowledge of the Health and Social Care Act 2012, the Care Act 2014, section 3 of the NHS Act 2006, the NHS Mandate 2014, the Children Act 1989, the School Admissions Appeal Code, the School Transport Policies, the Lancashire criteria for an Education, Health and Care Needs Assessment.</li> </ul>   | D | AF, I          |
| <ul style="list-style-type: none"> <li>• An understanding of the current main issues and the current statutory position on them concerning children and young people with special educational needs and disabilities.</li> </ul>   | E | AF, I          |
| <ul style="list-style-type: none"> <li>• Sound understanding of the principles of safeguarding and a commitment to them</li> </ul>   |   | AF, I          |
| <ul style="list-style-type: none"> <li>• Excellent communication (including in writing), networking, interpersonal, planning, organisational and relationship building skills</li> </ul>   | E | AF, I          |
|  | E |                |
| <ul style="list-style-type: none"> <li>• Ability to motivate and support staff development</li> </ul>  | E | AF, I          |
|  |   | AF, I          |
| <ul style="list-style-type: none"> <li>• Ability to diffuse conflict situations and deal with people in heightened emotional states such as anger, depression, bereavement and crisis states (such as using suicidal language).</li> </ul>   | D | AF,            |
| <ul style="list-style-type: none"> <li>• IASSN/Council for Disabled Children training for example, preparing for adulthood, working with children and young people, one page profiles</li> </ul>   | D | AF, I<br>AF, I |
| <ul style="list-style-type: none"> <li>• Ability to provide emotional support over the phone, face to face, by email or other forms of communication giving information effectively.</li> </ul>  | E | AF, I<br>AF, I |
| <ul style="list-style-type: none"> <li>• Ability to communicate clearly and sensitively with young people and adults at all levels</li> </ul>  | E | AF, I          |
| <ul style="list-style-type: none"> <li>• Ability to work under pressure and handle changing priorities</li> </ul>  | E | AF, I          |
| <ul style="list-style-type: none"> <li>• Ability to manage and prioritise own workload and to enable others to manage theirs.</li> </ul>   |   | AF, I          |
| <ul style="list-style-type: none"> <li>• Person centred approach to working with families (Essential)</li> </ul>   | E | AF, I          |
| <ul style="list-style-type: none"> <li>• Ability to effectively facilitate meetings with parents/carers and key professionals</li> </ul>   | E | AF, I          |
| <ul style="list-style-type: none"> <li>• High aspirations for children and young people</li> </ul>   | E | AF             |

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|---|---|---|
| <ul style="list-style-type: none"> <li>Ability to ensure the child's voice is paramount and advocate for children to actively be involved in decision making and co-production.</li> <li>Access to transport to cover countywide visits</li> <li>Ability to work to deadlines and meet set targets</li> <li>IT skills and the ability to record effectively</li> <li>Strong analytical, evaluative and problem solving skills.</li> <li>Excellent organisational, time management and ICT skills.</li> <li>Good understanding of corporate and service strategy, objectives and goals</li> <li>Ability to apply managerial judgement to ensure service area objectives are achieved.</li> </ul> | <p>EE<br/>E<br/><br/><br/><br/><br/><br/>E<br/>E<br/>E<br/>E<br/>E<br/><br/>D</p> | <p>AF<br/>AF,I<br/>AF, I<br/>AF, I<br/>AF, I<br/>AF,I<br/><br/>AF, I<br/>AF, I<br/>AF, I<br/>AF, I<br/>AF,I<br/><br/>AF,I</p> |
| <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Commitment to equality and diversity</li> <li>Commitment to health and safety</li> <li>Display the LCC values and behaviours at all times and actively promote them in others</li> <li>Commitment to Safeguarding Children</li> </ul> <p>This is an essential car user post. You will be required to provide a car for use in connection with the duties of this post and must be insured for business use. In certain circumstances consideration may be given to applicants who, as a consequence of a disability, are unable to drive</p>  | <p>E<br/>E<br/>E<br/><br/>E<br/><br/>E</p>  | <p>AF, I<br/>AF, I<br/>AF, I<br/><br/>AF.I<br/><br/>AF,I</p>  |