

## **JOB DESCRIPTION**

<b>Job Title</b>	Compliance Officer (EHCP and Safeguarding)
<b>Set Grade</b>	9
<b>Scale Point Range</b>	34 – 39
<b>Contract Terms</b>	Support Staff
<b>Responsible to:</b>	Vice Principal

### **Statement of purpose**

Reporting to the Vice Principal of the academy, responsible for the Education, Health and Care Plans (EHCP) for all pupils of the academy. Ensuring all regulatory processes and procedures are undertaken in accordance with the academy, Trust, Local Authority and Department for Education.

### **Support Strategic Management**

- Responsible for the effective implementation and management of EHCP for the academy
- Responsible for managing complex cases, including disagreement, resolution and/or complaints.
- Ensure that all regulatory procedures are followed in accordance with school, SET, local authority and Department for Education requirements.
- To respond to questions, concerns, complaints and any allegations about EHCP non-compliance in a timely manner, ensuring that the referral process is followed with due diligence.
- Responsible for managing complex documentation in order to prepare and represent the school at meetings and where appropriate court tribunal cases.
- Liaise with class teachers to ensure that all assessments and reports are submitted in order that plans are current and successfully meet the annual-review process.
- Chair annual review meetings as appropriate, offering support to class teachers and other academy staff as necessary.
- Collaborate with the Academy Leadership Team to promote effective relationships with different LAs, ensuring that academy embraces developments that will benefit the students, eg. Early adoption of new frameworks / Tools etc.

### **Support to Academy (EHCP, Attendance and Safeguarding)**

- Responsible for preparing the Academy's Local Offer
- Attend appropriate meetings and deputise for the Principal / Vice Principal when representing the academy at LA meetings.
- Ensure that the school policy calendar is maintained effectively in accordance with the Trust and Academy Council.
- Liaise with other appropriate professionals (Academy, Trust, Local Authority, and other third parties) in order to share information or to gather further information to support the annual review

- Liaise with 'feeder' primary schools in order to support and attend annual reviews for prospective students.
- Liaise with the Local Authority re EHCP consultation requests
- Preparation of disagreement/appeals documentation in order that the Academy follows appropriate legal duties and processes.
- Responsible for setting annual review dates for all students within the school in liaison with the Local Authority.
- Liaise with Local Authority finance teams in order to ensure that the academy achieves the appropriate funding from prospective authorities.
- Responsible for development of efficient and effective ways of facilitating the annual reviews using a person-centred approach.
- Responsible for ensuring that relevant documentation in preparation for the annual review meetings, is uploaded. Ensuring deadlines are met and vital information relating to the views of the parents and young people and staff are captured
- Responsible for ensuring that Person Centred Planning paperwork, including a summary is prepared (highlighting the views of the young person, staff and any other relevant professional); contributing personally to the annual review meeting both verbally and in writing; ensuring reports are gathered for each annual review meeting (this will include meeting with the young person on a 1:1 basis, using appropriate resources as necessary to ensure they are able to contribute towards their annual review meeting
- To facilitate annual review, attendance and safeguarding meetings and to appropriately share relevant information to appropriate audiences in order to facilitate pupil welfare, promote pupil learning, independence and safety to parents, colleagues and education/healthcare professionals, adhering to confidentiality and data protection.
- Provide objective and accurate feedback and reports, written and verbal, appropriate to the intended audience regarding pupil progress and achievements, ensuring the availability of suitable evidence.
- Establish and maintain positive and appropriate relationships with professionals, pupils and their families that engages, motivates and removes barriers to learning, aimed at achieving the goals defined in their action plan.
- Provide feedback to staff, professionals and agencies, completing all actions from the annual review (this could include making appropriate referrals as necessary on behalf of families, requesting updated advice from agencies, liaising with the responsible Local Authority ensuring that families are updated and aware of the progress of any set actions).
- Responsible for finalising the annual review summary for Academy Council submission ensuring appropriate documentation from the responsible Local Authority.
- Responsible for ensuring that minutes taken (during the annual review meeting) are accurately recorded and outcomes/targets are set.
- Responsible for referrals to Early Help where necessary and with appropriate evidence and accurate documentation.

## **Support to Pupils**

- To work with the whole school team to establish and maintain positive and appropriate relationships with pupils and their families that engages, motivates and removes barriers to learning, aimed at achieving goals defined in their EHCP, attendance action and CHN and CP plans
- In collaboration with the Vice Principal, to be a “point of contact” between school and external agencies involved in supporting pupils throughout the annual review process, proactively initiating and establishing links with other services as necessary, and maintaining positive working relationships to facilitate successful outcomes for pupils
- In collaboration with the Vice Principal, maintain regular contact with families/carers of pupils, to keep them informed of the pupils’ actions/outcomes of the annual review, and to secure positive family support and professional involvement. The role could include conducting home visits as part of attendance management
- To appropriately share information to relevant audiences to facilitate pupil welfare and promote pupil learning and future aspirations to parents, colleagues and education/healthcare professionals, within procedures covering confidentiality and data protection
- To maintain contact with Education Welfare Officers and provide support to pupils and their families in respect of attendance issues
- To liaise with different LAs, SEND teams & commissioners.

## **Professional Accountabilities** (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school’s objectives through:

### **Safeguarding**

- Promote and safeguard the welfare of children and young people you are responsible for or come into contact with.

### **People Management**

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

### **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

## Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

## Person Specification Compliance Officer (EHCP & Safeguarding)

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p><b>Qualifications/Professional membership</b></p> <ul style="list-style-type: none"> <li>• <b>NVQ level 4</b> or equivalent qualification or experience in a relevant discipline e.g. Teaching, Social Work, Psychology, Social Work.</li> </ul>	I
	<p><b>Knowledge and Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working with families, carers and young people providing support in line with the SEND code of Practice.</li> <li>• Experience of managing a case-load of complex information to time-scales and procedures and processes.</li> <li>• Experience of EHCP and SEND and aware of the annual review processes.</li> <li>• Significant (typically 3-5 years') experience working in SEND/education.</li> <li>• Experience and knowledge of making accurate, reasoned and justified decisions.</li> <li>• Able to work under pressure in accordance with the legal practices and in the best interest of students and young people.</li> <li>• Experience of managing complaints in accordance with policy and procedures.</li> <li>• Must have analytical skills in order to support staff and communicate complex decisions and processes to colleagues, parents and other third party stakeholders.</li> <li>• A full working knowledge of relevant policies / codes of practice and awareness of relevant legislation</li> </ul>	AF/I
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Very good numeracy / literacy skills</li> <li>• Very good ICT skills</li> </ul>	

	<ul style="list-style-type: none"> <li>• Very good presentation skills, including being able to explain with good reasoning and analytical skills.</li> <li>• Ability to manage own workload and work on own initiative</li> <li>• Ability to organise, lead and motivate other staff</li> <li>• Ability to work constructively as part of a team,</li> <li>• Ability to relate well to children and to adults</li> <li>• Excellent communication and interpersonal skills</li> <li>• Good organisation, planning and prioritising skills</li> <li>• Ability to remain calm under pressure</li> <li>• Highly motivated</li> </ul>	AF/I
	<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Builds positive personal relationships with stakeholders, through regular contact and consultation.</li> <li>• Accepts, supports and is able to implement change.</li> <li>• Proactively seek opportunities to increase job knowledge and understanding</li> <li>• Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members.</li> <li>• Requires minimum supervision</li> <li>• Takes responsibility for own actions</li> <li>• Identifies and overcomes barriers and manage risks</li> <li>• Takes quick and effective action</li> </ul>	AF/I

A = Assessed at Application  
Assessment through Test

I = Assessed at Interview

T =



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

We are proud to display the **Two Ticks Symbol**, which is a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.

