

CESHIRE WEST & CHESTER COUNCIL

JOB DESCRIPTION

JOB TITLE: Specialist	Specialist SEND & Transitions Officer; Safeguarding Lead Community Site
EVALUATION REFERENCE:	AAAD 7262
GRADE:	9 (FT based at Ancora House School Community Site, Castle Park)
RESPONSIBLE TO:	Headteacher/ Deputy Headteacher

JOB PURPOSE: Primarily based at our community site in Castle Park House, Frodsham Park, the post holder will develop and implement successful, sustainable education, employment, and training transitions for young people with severe and complex social, emotional and mental health needs.

PRINCIPAL RESPONSIBILITIES

1. Face to face work with young people / connected community services to develop, implement and manage an effective transition package individual to each young person.
2. Case-management of complex transition cases in relation to mental health needs and high-risk factors.
3. To extract and interpret clinical data/ information from outside agencies and carry out and evaluate person centred assessments to co-produce transition plans that accurately represent young people's views.
4. To provide expert advice, guidance and strategies to community education settings in order to secure sustainable transition for young people with severe and complex mental health and SEND needs.
5. To organise and chair person-centred multi-disciplinary meetings including schools, CAMHS, social workers, family intervention workers, young people's services, NEET services, voluntary services, families.
6. Responsibility for coordination of collection and analysis of transition data to inform service development and packages of support. Manage detailed, accurate records of all transition activity.
7. Fulfil the role of the Deputy DSP; seek advice and guidance from the DSP and SCiE team (and other relevant agencies) to ensure that the school complies with the relevant policies and guidance and is fulfilling its role in safeguarding the young people in its care.
8. Working alongside the Senior Leadership Team to evaluate the provision of transition services and contribute to the policy / planning processes within the team to achieve agreed business aims.

9. Supervise reintegration visits into school/college including driving /transporting young people with complex mental health needs, in collaboration with clinical staff and the wider team, to manage high levels of risk as part of a co-ordinated plan
10. To participate in relevant operational/service development groups agreed with Line Manager to inform future provision
11. Contribute to the curriculum and lead group sessions within the setting relating to transition.

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PERSON SPECIFICATION

	<i>Essential</i>	<i>Desirable</i>
Qualifications	• 5 GCSEs. • C / 4 or above including English and maths. • Right to work in the UK. • Degree level qualification	• Level 3 Safeguarding Training. • Demonstrates continued professional development within the mental health arena as evidenced by certificated course from recognised training bodies. • Extended previous formal training, to graduate or professional qualification level, or equivalent e.g., Level 6 IAG.
Experience	• Proven success in facilitating sustained transitions. • Experience of working with Key Stage 4 & 5. • Experience of working with young people who present with major risk / complex mental health needs and SEND. • Experience of dealing with Safeguarding and following Safeguarding processes. • Ability to collect, collate and analyse transition data. • Experience of lone working/leading visits for young people impacted by mental health difficulties / attachment / trauma / neurodiversity.	• Experience of working with Key Stage 3, 4 and 5 students. • Experience of taking a lead role in Safeguarding Level 3 work. • Ability to use and analyse assessment data to improve transition outcomes. • Experience of contributing to the assessment and planning for children and families with complex needs. • Experience of lone working/leading visits for young people significantly impacted by major mental health conditions attachment / trauma / neurodiversity.

	• Experience of establishing effective relationships with children, young people and their families and the wider community the school serves. • Experience of working in a multi-agency environment. • Experience of contributing to the development of policies and procedures. • Experience of confidently and effectively using initiative in transition planning with minimal managerial intervention.	
Job Related Knowledge	• Advanced knowledge of transition processes in relation to education, employment and employment. • Detailed and authoritative knowledge of safeguarding and child protection. • In depth knowledge of additional support agencies which are of young people and their families with complex needs. • Up to date knowledge of National trends and innovation in careers advice and guidance. • Extensive knowledge of connected services and their mechanisms including Tier 3 CAMHS,	• Knowledge of current education legislation, Ofsted framework, SEND Code of Practice. • Degree Level Qualification. • Level 6 qualification in IAG • Extensive knowledge of connected services and their mechanisms • Breadth and depth of knowledge across the specialist area of mental health and complex needs.

	Social Care, Education, SEND and transition support services. • Advanced understanding of the needs of young people with very major mental health conditions, attachment and trauma difficulties, neuro-diverse profiles including Autism and ADHD. • Commitment to complete the Level 6 IAG qualification	
Skills and Aptitudes	• Excellent communication skills, written and verbal. • Highly skilled in relating to young people, their parents/carers and professional staff. • Advanced skills in collaborative working with young people, staff, parents/carers and other outside agencies to formulate targets and improve outcomes. • Highly developed communication skills to effectively build relationships with colleagues, students, parents and other third parties. • A high level of self-awareness and an aptitude for conflict resolution and for dealing with sensitive issues with integrity. • Strong problem solving and analytical abilities. • Proven ability to balance competing priorities, work on own initiative and to	

	tight deadlines. • Excellent organisational and time management skills. • The ability to remain calm and focussed under pressure. • Ability to quickly build rapport and create a stimulating and safe learning environment. • Proven ability to write reports, summarise clearly and concisely and articulate concepts and proposals. • Ability to promote a range of strategies aimed at raising achievement for CLA and SEND. • Advanced skills in collaborative working with staff, students, parents and other outside agencies. • Ability to motivate colleagues and undertake own workload with accuracy. • Proactive approach to problem solving. • Commitment to getting the best outcomes for young people. • Highly motivated and resilient. • Excellent record of attendance and punctuality. • Adaptable, open to change, and willing to take on new challenges with enthusiasm. • Commitment to professionalism and maintaining confidentiality at all times. • Commitment to safeguarding equality and	
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	inclusivity. • Ability and willingness to travel to locations across the feeder locality.	
Other Requirements	• Enhanced DBS disclosure. • Hold a full driving licence.	
Competencies	• Committed to the equality of opportunity and the safeguarding and welfare of all students. • Be willing to undertake training. • Exercising very highly developed caring and planning, in order to meet the exceptionally demanding needs of clients. • Exercising highly developed negotiating and advocacy skills in order to convince others to adopt approaches and courses of action they might not otherwise take. • Exchanging orally and in writing wide ranging complex and potentially contentious information with a range of audiences, including the young person/family/carers, Tier 3 and 4 services and community services. • Self-awareness and management of emotions in a challenging work environment. • Collaboration and communication with all	

	agencies / interested parties to help formulate the most sustainable transition plan for complex young people. • To be able to work confidently with caseload with minimal managerial direction within organisational policies. • The role has high levels of work-related pressure from an ever changing cohort of young people with complex mental health, uncertainty around next steps therefore frequent need to plan and make contacts and arrangements to tight timescales. • The role involves working with people, who due to their circumstances or behaviour regularly place intense emotional demands on the jobholder. • The role involves exposure to an emotional demand where the jobholder is regularly required to deal with distressing, disturbing subject matter, for example, abuse, self-injury. • The job involves a major direct impact on the well-being of individuals, who are reliant on the jobholder for transition support; and involves assessment of their	
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	complex needs in relation to transition and arranging for the delivery of appropriate programmes. • Responsibility for taking decisions which may affect the future well-being and circumstances of individual clients with complex needs and mental health, SEN, neurodiversity.	
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