

CROYDON COUNCIL

ROLE PROFILE AND PERSON SPECIFICATION

DIRECTORATE: Children Young People and Education

DIVISION: Education

JOB TITLE: **SEND Assessment Team Manager**

ROLE PROFILE

Job Title:	SEND Assessment Team Manager
Directorate:	Children Young People and Education
Division:	Education
Grade:	Grade 16

Hours (per week): 36

Reports to: SEND Lead (0-25 Service)

Responsible for: EHCP Coordinators x 6
EHCP Assistants x 2

Role Purpose and Role Dimensions:

To lead and manage the operational delivery of the SEND Assessment Team, ensuring statutory compliance, high-quality Education, Health and Care (EHC) plans, and effective collaboration with families, schools, and partners to improve outcomes for children and young people with special educational needs and disabilities (SEND).

To lead, manage, and develop staff within the SEND Assessment Team, ensuring high standards of performance and professional growth, so that the team is skilled, motivated, and equipped to deliver a high-quality, responsive service.

Monitor and analyse SEND data to inform service improvements and contribute to statutory reporting and inspections, to drive continuous improvement, ensure accountability, and support strategic planning.

Work collaboratively across services to ensure consistent, efficient processes and seamless transitions for children and young people with SEND, so that support is coordinated, timely, and effective throughout their educational journey.

Liaise with stakeholders in a way that promotes and embeds Croydon Council's values and behaviours.

Responsible for working collaboratively with other practitioners within the SEN Service and other services to deliver Croydon's vision for children with SEND and support young people making good progress, achieving independence and employment in or near their local community

Leadership and management of the Education, Health and Care needs assessment for children with special educational so the Local Authority discharges its' statutory duty under the SEN Regulations (Children & Families Act 2014). EHC Needs assessment is parent and child focused, co-ordinates educational, care and health assessment within 20 weeks. The post-holder is responsible for leading by example and demonstrating collaboration with parents/carers, colleagues and other agencies to provide holistic, joined up information and support.

Responsibility for children from the point assessment is requested to the point the final plan is issued with a named school and up to the first year Annual Review (at which point the child will be referred to the casework team once the date of the review is set).

Lead and Chair Statutory Assessment Group panel meeting (SAG), and coordinate membership.

Leadership and management of a team of EHC Co-ordinators who provide communication and the single point of contact for parents, carers and young people during the co-ordination of EHC needs assessment and subsequently regarding the Local Authority's maintenance of the child's EHC plan. The post-holder is responsible for ensuring the EHC needs assessment sets out the strengths, needs and difficulties of the child/young person, is written in Plain, accessible language and defines long-term (Key Stage) co-produced outcomes.

Leading the development of the SEND Assessment Team and recruitment and retention of EHC Co-ordinators, developing and providing effective induction, casework supervision, performance management and coherent continuing professional development which builds a confident, capable 0-25 SEND Assessment Team EHCP Coordinator workforce with the skills and knowledge to support families and work collaboratively with other practitioners.

Leading on development and delivery of an equitable, transparent approach to statutory decision-making with regard to the Local Authority's decisions to undertake an EHC needs assessment for children 0-25 who may have special educational needs, issue an EHC Plan, the resource allocation associated

with the provision in the EHC Plan, the school placement and ceasing of an EHC Plan. Accountable for decision-making such that the Local Authority has due regard to parental preference, provides suitable education, which is an efficient use of resources (High Needs Block) and achieves the best outcomes for the child/young person.

Strategic engagement with leadership in schools and early years settings to support effective inclusion and planning of pathways into education and primary to secondary school for children and young people with SEN and an EHC Plan, working closely with the Admissions Service, Access to Education Service, and the Early Intervention and Improvement Team.

Leading on an accountable and effective approach to record keeping of children's case records, so that the SEN Service is compliant with the General Data Protection Regulations, maintains records in accordance with record retention legislation, statutory data returns and has the capacity to review current and forecast future patterns special educational need so that and informs self-evaluation and SEND Local Area Inspection. Being able to use reporting to monitor KPI's and provide statutory data returns

Work in partnership with the Early Intervention and Improvement Service to support Reception admissions to special schools, ensuring statutory information is shared as required.

Leading the EHCP Coordinators so that consultation with schools is effective and achieves suitable, sustainable and efficient school placements.

Commitment to Diversity:

The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and promote its policies in their own work, undertake any appropriate training to help them to challenge prejudice or discrimination.

Key External Contacts:

- Children and Young People
- Parent/carers and extended family members
- Parent/Carer Forum (Croydon Active Voices)
- Head Teachers, SENCOs, Governors and other practitioners in state-funded education settings, non-maintained and independent education settings (early years settings, nurseries, schools)
- Educational Psychology and other Services
- Croydon SENDIASS (Kids)
- Early Years
- School Nurses

- Health professionals, including therapies, pediatricians and clinical commissioning groups
- Other organisations
- Other borough SEN Services; Virtual School, SEN Support Services
- Independent advocates and/or providers of independent specialist advice

Key Internal Contacts:

- Social Care (Children with Disabilities, Children Looked After, Children in Need, Early Help, MASH)
- Family Hubs
- Public Health – Health Visitors
- Attendance Officers
- Education Welfare Service
- Head of Social Inclusion & Learning Access
- School Admissions
- School Transport Service
- Complaints Service
- Business Support Services including concierge
- Data Support and ICT Services
- HR Services
- Legal Services

Financial Dimensions:

None.

Key Areas for Decision Making:

Decision-making in regard to delivery of statutory duties under the Children & Families Act 2014, including school placement (High Needs Block commitments).

Other Considerations:

Ability to travel around the borough to visit schools, other education settings and/or other locations as required.

Flexible working.

Expectation to work 3 days per week in the office.

Is a satisfactory disclosure and barring check required?
[\(click here for guidance on DBS\)](#)

Enhanced DBS check

What level of check is required?

Is the post politically restricted
[\(Click here for guidance on political restriction\)](#)

No

Is the post exempt from the Rehabilitation of Offenders Act (ROA) 1974
[\(Click here for guidance on ROA \)](#)

No

Key Accountabilities and Result Areas:

Education, Health and Care (EHC) needs Assessment within statutory timescales.

Single point of communication and contact for parents and young people in regard to EHC needs assessment and EHC Plans.

Issuing and maintenance of EHC Plans within timescales set out in SEN Regulations – including annual reviews; phased transfer; placement; ceasing and mediation.

Decision-making in regard to EHC needs assessment, issuing, resource allocation, school placement and amendment. Maintenance of associated records to enable DfE statutory submissions (e.g. SEN2, School Placements data)

Co-production with parents to support quality assurance of EHC Plans and preparation for SEND Local Area Inspection.

Key Elements:

Work collaboratively with parents/carers, education settings, health commissioners and providers, social workers and others to deliver Croydon's vision for children with SEND and support young people making good progress, achieving independence and employment in or near their local community. Children/young people with an EHC Plan are in education, training, they make good progress.

Manage the Education, Health and Care needs assessment for children with special educational so the Local Authority discharges its' statutory duty under the SEN Regulations (Children & Families Act 2014). EHC Needs assessment is parent/carer and child focused, co-ordinates educational, care and health assessment within 20 weeks. Feedback indicates parental/carer satisfaction. Parents/carers and young people's views are represented in EHC Plans and annual reviews.

Recruit and manage a team of EHCP Coordinators who provide communication and the single point of contact for parents, carers and young people. The posts are filled and retention of staff is high. There is effective induction, casework supervision, performance management and coherent continuing professional development which builds a confident, capable 0-25 SEND Assessment Team EHCP Coordinator workforce with the

skills and knowledge to support families and work collaboratively with other practitioners. Staff survey indicates employee satisfaction.

Effective, equitable, transparent statutory decision-making with regard to the Local Authority's decisions to undertake an EHC needs assessment for children 0-25 who may have special educational needs, issue an EHC Plan, the resource allocation associated with the provision in the EHC Plan, the school placement and ceasing of an EHC Plan. The SEN Team Leader provides monthly updates in regard to EHC needs assessment, EHC Plans, placements and associated financial commitments to inform operational and strategic planning.

Record keeping of children's case records on the casework record-keeping system. The Service is compliant with the General Data Protection Regulations, maintains records in accordance with record retention legislation, makes accurate statutory data returns and has the capacity to review current and forecast future patterns of special educational need and actively contributes to Local Area self-evaluation and planning.

Support the Early Intervention and Improvement service with the transfer from nursery to reception for children with an EHC Plan. Consultation with schools is carried out in compliance with legislation. Placement of children out of school and/or who have moved into the Borough.

Quality assured EHC Plans to inform service and Local Authority self-evaluation and development.

Local Authority representation at mediation with regards to refusal to assess and content of EHCP at point of first final plan.

Local Authority response to complaints; Member and Councillor Enquiries; FOI, Subject Access Requests and information for the Local Offer website.

Contributing to service development and improvement

Informing and engaging in change in practice so that the SEN

Service records casework data accurately; schools are communicated with effectively about numbers and High Needs funding.

All communications, advice and guidance consistent, coherent and timely and conforms to best practice promoting positive outcomes in line with the SEND Code of Practice.

Supporting continuing improvement of the SEND Service for Children with SEN and their families, promoting Croydon Council's values and working in collaboration with professionals in children's social care and health

Developing and reviewing personal resources to ensure performance objectives are achieved in a way consistent with Croydon's values.

Managing Self and Personal Skills Using Resources

Use all resources efficiently and in accordance with Council policy and procedures.

Working with People Achieving Results

Developing positive working relationships with all stakeholders, ensuring positive promotion of the SEND Service

Working with stakeholders to resolve problems.

Bringing unresolved problems to the attention of managers

Facilitating Change

Engaging with consultation and change initiatives to ensure performance improvements are achieved.

Confidentiality

- Treating all information acquired through employment, both formally and informally, in confidence. There are strict rules and protocols defining employee access to and use of the council's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Data Protection

- Being aware of the council's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with directorate procedures and policies as well as statutory requirements.

- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.
- There are strict rules and protocols defining employee access to and use of the council's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Contribute as an effective and collaborative team member

This will involve:

- Participating in training to demonstrate competence.
- Undertaking training as required for the role.
- Participating in the development, implementation and monitoring of service plans.
- Championing the professional integrity of the service.

Equalities and Diversity

- The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and promote its policies in their own work, undertake any appropriate training to help them to challenge prejudice or discrimination.

Health and Safety

- Being responsible for own Health & Safety, as well as that of colleagues, service users and the public.
- Employees should co-operate with management, follow established systems of work, use protective equipment and report defects and hazards to management.
- Managers should carry out, monitor and review risk assessments, providing robust induction and training packages for new and transferring staff, to ensure they receive relevant H&S training, including refresher training, report all accidents in a timely manner on council accident forms, ensure H&S is a standing item in team meetings, liaise with trade union safety representatives about local safety matters and induct and monitor any visiting contractors etc, as appropriate.

Person Specification

Job Title:	SEND Assessment Team Manager
Essential knowledge:	<p>Degree level or the equivalent.</p> <p>Appropriate professional qualification (Teaching/SEND/Social care).</p> <p>Professional qualifications (level 3 or above) in relevant Inclusion and or SEND subject and/or evidence of ongoing professional development in the fields of expertise required.</p> <p>Training in special educational needs legislation (Children & Families Act/Care Act; SEND Reforms) – post-graduate preferred or short course/day training.</p> <p>General knowledge and understanding of SEND legislation (Children & Families Act 2014; SEN Code of Practice January 2015) and the SEND White Paper 2026.</p> <p>Experience of leading and managing a team(s) of practitioners working in an education setting or Local Authority.</p>
Essential skills and abilities:	<p>Excellent data analysis, problem-solving, effective administration, organisational and time-management skills.</p> <p>Excellent inter-personal skills and ability to develop effective collaborative working relationships with a range of colleagues, in particular external stakeholders.</p> <p>Ability and experience of managing difficult conversations and conflict. Excellent oral and written communication skills – experience of writing for a range of audiences, including report writing and presentation of data/SEN funding information.</p> <p>Ability to use initiative to ensure delivery of key performance indicators.</p> <p>Effective and accurate use of Information Technology.</p> <p>Personal commitment to the provision of an excellent customer and public service.</p> <p>A ‘can do’ attitude with a focus on seeking constructive solutions to problems.</p> <p>Demonstrable commitment to learning, development and the achievement of potential of self, colleagues and customers.</p> <p>Ability to work collaboratively and co-operatively with colleagues, members of the public and partners.</p>

Essential experience:

Proven experience of working in a leadership and management role in a Local Authority with accountability for building relations with education settings.

Experience of delivery of Children and Families Act 2014 Local Authority legislative duties in regard to children with SEND.

Experience of working with parents/carers and/or children and young people with SEND.

Experience of working in partnership with practitioners from other (Health, Care and Third Sector).

Experience of effective record keeping and data management.

Experience of facilitating communication and managing difficult conversations and/or conflict.

Special conditions:

Ability to travel around the borough to visit schools, other education settings and/or other locations as required.

Flexible working.

Expectation to work 3 days per week in the office.