

London Borough of Bexley

Job Reference: PCI0000210

Job Description

Management Group: Place, Communities & Infrastructure

Department: Education and Services for Children and Young Adults/ Community Partnerships

Job Title: IASS Officer

Grade: Bexley 07

Reports to: IASS Co-ordinator

Main purpose of the job:

To ensure families of children with SEN and young people with SEN have access to impartial, timely accurate and legally compliant advice and support when requested.

Major Duties and Responsibilities:

To deliver a high quality and holistic Special Educational Needs or Disability Information, Advice and Support Service for parents, carers and young people with SEN and/or disabilities.

To work as part of the (SEND) Information, Advice and Support Service offering accurate, time-limited, independent, impartial and legally compliant information and support to parents /carers of children with SEN and/or young people and young adults with special educational needs.

To support parents/carers and young people with SEN at SEN Support level with ensuring their needs are identified and met in their education setting.

To provide assistance and advice to parents/carers, young people and young adults who require support with understanding and negotiating the EHC Needs Assessment process and procedures.

To work in partnership with schools, settings, the statutory and voluntary sectors and other relevant agencies including; education, health and social care to ensure effective support for parents/carers, children, young people and young adults in matters relating to the EHC Assessment and Plan process.

To develop professional working relationships with parents/carers, children, young people and young adults plus partners within the local authority and other public, private, independent and voluntary sectors, applying a solution-based partnership approach.

Job Activities:

To obtain and process service users referrals received through the different referral channels from clients.

To provide information, advice and support regarding matters relating to special educational needs or disabilities, (as well as health and social care) to parents and young people working within the SEND Code of Practice (2015), the Children & Families' Act 2014, Equality Act 2010 and other relevant legislation.

To provide support and advice with initial concerns or identification of potential SEN or disability matters through direct support of the service user, ensuring screening of need, recoding of need and tier level, entry and exit criteria.

To ensure that service users understand the local authority processes for statutory assessment and are supported through or advised on relevant processes.

To ensure that service users know how to use the Local Offer, that the local offer is promoted as a tool for parents to use and that service users are aware of other relevant services and provisions in the local area.

To provide information, advice and support on the take-up and management of personal budgets and other aspects of the SEND reform agenda.

To provide individual casework for those who have been identified as requiring direct support, which can include support in attending meetings which the family or young person may find difficult to manage, always focusing on a solution focused and empowering approach.

To provide information to children, young people and parents in preparing for mediation, appeals to the First Tier Tribunal, exclusions and complaints on matters relating to SEN and disability.

To encourage service users to self-help or self-service with the provision of timely information, advice and guidance.

To ensure that service interventions are recorded on the client management information system in a timely and accurate manner.

To work closely with the local Parents & Carer Forum and other representative user groups to ensure that the views and experiences of children and young people and parents inform service policy and practice

To participate in the development of Independent Support volunteers (to support their work with parents/carers of children with SEND)

To provide written and/or verbal information to parents and children of their rights and responsibilities

To provide direct support to parents according to need by attending or arranging school meetings or visits and signposting to other agencies/parent groups (as agreed by/with IASS Coordinator).

To produce evidence of case studies demonstrating the impact of service delivery for children, young people and parents, enabling the local area and CDC to measure outcomes

To be flexible and undertake other duties as are required and are commensurate with the level of the post.

To have the responsibility of attending organised training which helps the postholder to deliver impartial information and advice and also have accurate and up to date knowledge of education, social care and health law related to SEN and disability and national and local policy and practice in meeting SEN and disability.

To keep up to date with all legislation, policy developments, and ensure the SEND IASS is compliant the requirements of the SEN Code of Practice

To support the IASS Coordinator with developing and enhancing the service offer further.

Ensure the service complies with the minimum standards developed by the Information, Advice and Support Services Network for SEND and any other relevant quality standards.

Person Specification

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SELECTION CRITERIA	ESSENTIAL/ DESIRABLE (E/D)	METHOD OF ASSESSMENT (see key)
(a) <u>Education & Formal Training</u> Education to a higher level, e.g. GCSE A Levels, NVQ3 Evidence of recognised accreditation in the field of education/child care/health/social care/legal training To have successfully completed Ipsea Training level 1,2 & 3 To have strong written, interpersonal & communication skills	E D E E	A A A,AT A,AT
(b) <u>Relevant Technical Experience, Knowledge & Skills/Abilities</u> Comprehensive knowledge of a wide range of special educational needs and the types of services that children with SEN and their families may require Knowledge and thorough understanding of the main SEN legislation and guidance, particularly the SEN CoP ,National Minimum Standards, Equality Act 2010 and Education Act 1996 Experience of giving advice and providing advocacy in a professional or voluntary capacity Experience of working with parents/carers, children and YP with SEND Experience and knowledge of the work of other agencies and partners including Health, Social Care, education settings Experience of working in a team successfully Experience of setting priorities, contributing to team work plans and managing own workload. Ability to handle confidential personal information of service users	E E E D E D E E	A, I, T A, I, T A,I A, I A,I A,I A,I A,I

Ability to manage situations of high stress and anxiety amongst service users as well as partners and stake holders.	E	A,I,AT
Ability to sustain a resilience that enables strong and robust casework management.	D	A
Ability to build and nurture good working relationships with colleagues across a wide range of outside agencies.	E	A, I,AT
Ability to demonstrate a high level of interpersonal skills including the ability to influence, persuade others or mediate effectively as and when required.	E	A,I
Ability to manage time effectively and to work on own initiative and under pressure.	E	A
Ability to remain impartial in difficult situations and not over-identify with service users	E	A/I
English Language Requirements for Public Sector Workers:	E	A,I,AT
• Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.	E	A,I,AT
• Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.	E	A,I,AT
• Ability to listen to customers and understand their needs.	E	A,I,AT
• Ability to tailor your approach to each conversation appropriate to the customer, responding clearly even in complex situations.	E	A,I,AT
(c) <u>Other Additional Requirements</u>		
DBS Enhanced	E	DBS
Ability and willingness to work flexible hours including some evenings	E	I

KEY:

I = Interview

A = Application Form

AT = Ability Test

DBS = Disclosure & Barring Service

Applicants will be assessed against these criteria and the following high performance indicators throughout the recruitment process.

High Performance Indicators

Post Title: IASS Officer

Grade: Bexley 07

Values	Behaviours for staff	Behaviours for managers
Innovation	I respond flexibly and adapt to changing demands I am prepared to take managed risks to achieve better outcomes I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo	I routinely look for innovative and cost-effective ways to improve performance and customer service I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future I take calculated risks based on available evidence and my professional judgement to learn and try new things
Leadership	I demonstrate a clear sense of purpose and direction, in line with organisational objectives I am willing to take difficult decisions My personal actions promote a positive image of Bexley	I take responsibility for my service and for making things happen to make a difference to my service users I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work I inspire, lead and encourage staff to move forward
Collaboration	I show respect for others and value contributions from internal and external partners and customers I recognise the right solution, regardless of who initiated it I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver	I encourage the feeling that the team is a collective unit with shared goals I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council I network internally and externally
Listening and Responding	I acknowledge other people's viewpoints and work with them to find a win-win solution	I seek regular service user feedback and review customer data to shape service improvements

	I prepare and present information anticipating questions and problems I adapt my style to the audience and their needs, using the most appropriate communication channels	I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them I empower staff to make decisions and changes to improve value for money, customer service and productivity
Open and Accessible	I see issues from the customer / user perspective I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs I seek to build and maintain positive relationships with customers and partners	I am accessible to my service users, customers, staff and Members I communicate and share a clear vision for the bigger picture as well as specific service areas I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations
Impact	I prioritise my activities and resources to focus on those which have the most impact for residents I take responsibility for making things happen and achieving my objectives I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence	I design services that provide value for money and deliver our outcomes, informed by evidence I produce, prioritise and adapt plans to meet changing requirements I set interim goals to achieve notable wins on the way to larger objectives I deal with poor performance