**JOB DESCRIPTION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Post Title: PfA Lead** | | **Director/Service/Sector** | | **Office Use** |
| **Grade: Band 12** | | **Workplace:** | | **JE ref: Z256**  **HRMS ref:** |
| **Responsible to:** Head of NIES | | **Date: Nov 2023** | **Manager Level:** |
| **Job Purpose:**   * Develop and lead the implementation of the Northumberland PfA education strategy and action plan to improve the quality of transition planning and pathways to employment and to adulthood for young people with SEND from Year 9 onwards. * Develop data management systems to ensure that progress of young people with SEND is tracked post 16. * To work with the Director of Education and Skills and the Head of SEND to ensure that the Council meets its statutory responsibilities in respect of the relevant cohort of children, young people and young adults. * Oversee the 14+ EHCP and engagement teams within the SEND Monitoring, Assessment and Review Team | | | | |
| **Resources** | Staff | Direct – 14+ team manager, Engagement Assistants, 14+ and destination data administration teams | | |
| Finance | | 14+ team budget overseen by the Head of SEND  Allocating financial resources to ensure the smooth delivery of the workforce. This includes purchase of resources and equipment, management of travel and other expenses, and ensuring that staff maintain high levels of specialist training appropriate to their roles | | |
| Physical | | Responsible for overseeing all physical resources used by the teams including technology required to support agile working arrangements  Responsibility for overseeing building use collaboratively with other building users, as appropriate, and in conjunction with NCC corporate estates teams  Responsible for data compliance in line with Northumberland County Council policies | | |
| Clients | | Children and Young People of Northumberland and their families  Parents/carers, headteachers, SENCos and other colleagues working in school/settings,  Professionals from other services within health, social care and education | | |
| **Duties and key result areas:**   * Undertake robust needs assessments of young people on an ongoing basis to establish a full understanding of current and future local needs and the requirements of those with disabilities, and establish and maintain accurate data dashboards in order to identify the need for change * Develop, promote, monitor and review EHCP and transition plan quality for young with EHCPs and those who are, or are at risk of becoming, NEET. Develop and maintain supporting advice and guidance, from year 9 onwards, for all children and young people with SEND, including those at SEN Support Level, coproducing guidance for schools and settings on effective PfA practice. * Establish systems for strong partnership working with Special schools, mainstream schools, FE college(s) and Post 16 providers to support effective Transition Planning. * Lead and manage workstreams/working groups to implement the Preparation for Adulthood action plan ensuring outcomes are delivered on time and to the required rigour and quality. * Develop strategic partnerships across a wide range of stakeholders including but not limited to Young people’s groups, Parent and carer groups, Education providers including schools, colleges and training providers, Education practitioners including Educational Psychology and other advisory services, Children with disabilities and children’s social care services, Adult social care services, including commissioners, Children and Adult Health practitioners, including therapy services, Clinical Commissioning Group (CCG), Employers, Voluntary and Community Sector. * Through these partnerships, ensure that young people and their parents / carers are always represented and that plans to support the identified cohort are integrated, avoid duplication and provide value for money. Through this effective planning ensure that systems to support children and young people through to adult life are fit for purpose and co-ordinated. * Preparation of reports to the Senior Leadership Team and where appropriate assist the Directors in the preparation of briefings and reports by the Leadership Team, Elected Members, Scrutiny Board, and Children’s Services Portfolio Holder. * Develop and implement systems for regular monitoring and evaluation of the supported internship programmes in the local area. * Establish a Supported Internship forum bringing together interested and relevant partners and stakeholders (education providers, employers, voluntary sector, supported employment providers) with young people with SEND and their families and relevant teams within the LA to work innovatively and collaboratively to develop supported employment pathways / practice across the county. * Develop a comprehensive Action Plan for the development of Supported Internship Study Programmes locally, coordinating the work of forum members to create a range of work-placement opportunities to meet the range of vocational interests and aspirations of young people locally and ensure that the voice of young people and their families helps to shape and focus the work of the SI forum. * Plan, facilitate and chair termly meetings of the full SI forum and produce termly reports to the Head of IES. Provide opportunities for supported interns to contribute to the SI forum – focusing on meaningful participation. Establish systems for managing /coordinating SI applications and, where appropriate, recruitment and selection of supported interns for the NCC SEND SI programme. * Oversee the management and development of the Careers Guidance Team to provide targeted Careers Advice and Guidance to SEND learners both those with an EHC Plan and at SEN support. * Manage the work of the Engagement and Local Offer Participation Officers to ensure the voice of children and young people with SEND is embedded in all improvement work and co-production features in all plans * To oversee the delivery of improvements on the Local Offer ensuring it is accessible, up to date and co-produced with supporting evidence base of use * Ensuring up to date information about the Local SI offer is provided to SEND 16 to 25 Caseworkers, Social Care Transitions team, IASS, YOS and young people and their parents / carers when they are making decisions about study programmes. * Be responsible for ensuring that there are timely and effective communications around PfA for parents and carers and all strategic partners * Establish a quality assurance framework for Post 16 provision to inform commissioning of provision * To be responsible for the effective leadership and coordination of the post 16 panel ensuring consistent multiagency involvement and robust best value decision making processes with the young person at the centre. * Monitor the outcomes of young people with SEND from year 9 onwards maintaining, developing and continuously improving relevant processes and systems to ensure that timely and accurate data, management information and analysis supports effective planning, performance, self-evaluation and service management. Ensure that processes are in place to gather appropriate data so that the local authority, education providers and the CCG can ensure clear commissioning of provision for adult life * Keep up to date with all relevant local and national material/research relevant to the client group and build this knowledge into service delivery and contribute to the broader aims of the organisation to improve integrated delivery to children and young people. * Promoting high standards of practice in safeguarding having particular regard to statutory guidance on safeguarding disabled children. Follow agreed policies and procedures when there are concerns that need to be acted upon. Also, ensuring that the Careers team and related workforce who are engaged with CYP aged 16 or over are cognisant of mental capacity, restrictions and declarations of liberty and the formal Liberty Protection Safeguards process * Undertake relevant training and professional development to ensure knowledge, skills and understanding of matters relating to special educational needs/disability, inclusion and professional practice remains up to date. * To support staff to embrace change and innovation. * Ensure that recruitment, capability and disciplinary processes are effectively orchestrated as per County Council policies * Ensure that the fabric, content and security systems of buildings used by the teams are maintained, developed and operated in accordance with relevant NCC guidelines and standards * Actively promote the role of the County Council in relation to its Preparation for Adulthood activities and policies at local, regional and national levels as appropriate   The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | | Current driving licence and the ability to meet the transport requirements of the post  Commensurate with the level and nature of this post and Soulbury Pay Scale terms and conditions  Central base plus peripatetic duties | | |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Title:**  Preparation for Adulthood Lead | **Director/Service/Sector: Education and Skills (NIES)** | Ref: | |
| **Essential** | **Desirable** | | **Assess**  **by** |
| **Knowledge and Qualifications** | | | |
| * Educated to degree level, with appropriate professional qualification/s or relevant experience. * Knowledge and understanding of legislation, statutory frameworks and policy affecting services for children, young people and families in relation to SEND, including the Children and Families Act, 2014 and Care Act 2014, Equalities duties, data protection requirements and the SEND Code of Practice, particularly as it relates to EHCPs and Preparing for Adulthood. * Knowledge and successful track record in project or programme delivery; including experience in developing multi agency networks to delivery complex activity. * Knowledge of performance management processes to ensure that staff are able to operationally perform. * Knowledge of school, post-16 providers and local authority services that support children and young people at SEN Support level and with EHC Plans to transition to adult life. * Work based knowledge and awareness including national initiatives, change to legislation, local and national political priorities. * Knowledge and understanding of the roles of key partnership agencies and the factors influencing them. * Utilisation of Budget Management, Staff Management, Leadership skills, High level ICT skills, Report Writing and Communications Skills. * Good understanding of the respective roles and responsibilities of the different agencies involved in providing services related to the statutory assessment procedure and in meeting the educational needs of pupils * A good knowledge of safeguarding legislation related to disabled children, young people and their families. |  | |  |
| **Experience** | | | |
| * Successful experience of local authority or education management * Proven record of managing and advising on complex strategic policy issues e.g., reviews of provision * Experience of building and maintaining successful relationships with a range of influencers, including schools, post 16 providers, health and social care teams. | * Successful experience of managing assessment procedures and provision for pupils with special educational needs * Successful experience of managing significant change in an educational context. | |  |
| **Skills and competencies** | | | |
| * Thorough understanding of relevant SEND legislation, best practice and current issues * Ability to provide visible and supportive leadership, empowering, enabling, motivating and developing the Directorate's workforce and fostering a positive organisational culture * Ability to operate effectively with senior local authority officers developing productive working relationships based on respect, trust and confidence * Ability to maintain a clear overview of the issues affecting central support services and be able to use this intelligence to shape the development of team plans and service delivery mechanisms * Ability to propose, develop and implement effective strategies in pursuit of agreed goals and to make clear, informed decisions * appropriate, advocacy, negotiating and presentation skills that are persuasive and influential with others * Well-developed IT skills * Highly developed networking, partnership, advocacy, negotiating and presentation skills that are persuasive and influential with others * Outstanding interpersonal and communication skills to relate effectively to, and command the respect, trust and confidence of, employees, Council Members, partner agencies, the whole community and children, young people and their parents or carers in particular and other stakeholders * Ability to identify and rectify poor practice in management and operations * Ability to motivate staff * Ability to manage staff issues e.g., absence management, capability and disciplinary matters and bring about related change |  | |  |
| **Physical, mental and emotional demands** | | | |
| * Models and encourages high standards of honesty, integrity, openness and respect of others * Helps managers and staff create a positive work culture, in which diverse, individual contributions and perspectives are valued * Proactive and achievement orientated, able to work with little direct supervision * Personality, conduct and credibility that engages and commands the confidence of children and young people, parents/carers, community members, colleagues, senior officers, elected members and other stakeholders * Ability to manage conflicting priorities, demands, and pressures, prioritising effectively and meeting deadlines |  | |  |
| **Other** | | | |
| Enhanced DBS  Full clean driving licence, with access to a vehicle for business purposes |  | |  |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits