

**Job Title: SEND Keyworker**  
**Grade: 7**

### **Our Vision**

A county where big ambitions, great connections and greener living give everyone the opportunity to prosper, be healthy and happy

### **Our Outcomes**

Everyone in Staffordshire will:

- Have access to more good jobs and share the benefit of economic growth
- Be healthier and more independent for longer
- Feel safer, happier and more supported in their community

### **Our Values**

Our People Strategy sets out what we all need to do to make Staffordshire County Council a great place to work, where people are supported to develop, the Strategy to ensure that the focus is on what is important to the organisation and the people it serves:

- Ambitious – We are ambitious for our communities and citizens
- Courageous – We recognise our challenges and are prepared to make courageous decisions
- Empowering – We empower and support our people by giving them the opportunity to do their jobs well.

### **About the Service**

Our aim is to create an environment where families are supported to stay together safely and live well in their communities by building on their strengths. This is the right thing to do. Families tell us they do not want to be in services and evidence says that lives are better when needs can be met early within the family or community. Working in this way is also more sustainable. We can support more families to live better lives if we focus on

addressing needs as early as we can. This report details the changes we have already made across the children and families system.

## **Reporting Relationships**

### **Responsible to: Family Practitioner Lead**

#### **Key Accountabilities:**

Co-ordinating facilitating and creating the assessment of need and the development of an education, health & care plan that is outcome focused in line with the relevant legislation and Code of Practice.

Act as a keyworker for adults and children with special educational needs & disability and co-ordinate and call on the support of key qualified Social work, Educational Psychology, Health and any other professional who you require contributions from in terms of specialist assessment and episodes of work.

1. Develop collaborative relationships with individuals with special educational needs and a disability of all ages, and their families, that promote choice and independence, respecting diversity and difference and reach agreement on appropriate tangible and realistic outcomes.
2. Analyze written, verbal and observation information to understand needs, strengths and potential of individuals.
3. Understand risks and identify strategies to explain, avoid or manage risk appropriately.
4. Collaborate with other professionals, within independent futures, Families First or other organizations, in order to fully understand need and enable individuals to achieve their outcome and to be as independent as possible.
5. Through regular case reviews with the relevant professional and other specialists identify when these colleagues need to be involved and facilitate their introduction to the individual and their family, as soon as possible.
6. Identify and explore, with the individual and their family, innovative and appropriate options to support their individual agreed, outcomes, facilitating individuals making informed choices.

7. Working with the individual, their family and a range of partners and external agencies, broker services, support packages, education providers and create opportunities to meet identified options and outcomes.
8. Identify, negotiate and understand costs of options for the individual over time.
9. Work with other professionals to ensure that the individual and /or their family are aware of any costs which would need to be contributed by them.
10. Arrange the allocation and review of funding to the individual to pay for agreed options as a personal budget.
11. Record any gaps in services or opportunities available to meet the outcomes of the individual; and/or empower the individual to secure their own options.
12. Ensure that any necessary agreements or contracts are in place defining the precise options to be offered to the individual, to enable them to achieve their outcomes.
13. Maintain appropriate professional records of all key discussions, investigations, findings, assessments, opinions (including factual basis) and decisions, including electronic client records and necessary performances data, in line with policies and procedures.
14. Co-ordinate annual reviews of the individual's situation and progress towards outcomes, using the evidence to formulate new arrangements and plans with the individual, their family and other agencies.
15. Provide short term intervention support and monitoring for the individual or their family as required.
16. Manage workload, prioritizing all work in accordance with the purpose principles and processes of SED, and all relevant legislation, understanding costs over time.

17. Adhere to the principles of SEND EHC assessment and planning service and contribute to the shaping, continual improvement and promotion SEND EHC assessment & planning service.
18. Actively participate in the performance, quality assurance processes, including peer and reflective supervision, analysis of performance data, learning from complaints and compliments, personal development and continuing professional development.
19. Undertake all required referrals, collaboration, investigation and action under the Staffordshire Inter-agency Adult Protection and Child Protection Procedures.
20. Undertake any other duties required by Management which are commensurate with the grading of the post.

### **Equalities**

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

### **Climate Change**

Delivering energy conservation practices in line with the Council's climate change strategy.

### **Health and Safety**

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

### **Safeguarding**

Commitment to safeguarding and promoting the welfare of vulnerable groups.

The content of this Job Description and Person Specification will be reviewed on a regular basis.

## Person Specification

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

<b>Minimum Criteria for Disability Confident Scheme *</b>	<b>Criteria</b>	<b>Measured by</b>
	<p><b>Qualifications/Professional membership</b></p> <ul style="list-style-type: none"> <li>NVQ3/equivalent qualification (or a willingness to undertake) and experience in a relevant discipline i.e. education, social care, child- care, advice and guidance or related subject or equivalent experience.</li> <li>Commitment to ongoing personal and professional development</li> </ul>	<p>A/I</p> <p>A</p>
	<p><b>Experience and Knowledge</b></p> <ul style="list-style-type: none"> <li>Significant experience of planning personalized individual support for adults, young people or children with a disability.</li> <li>Awareness of child, adolescent and adult physical, intellectual, emotional and social development, and family dynamics.</li> <li>Understanding of disabilities, special educational needs and their impact, for individuals, their families and society.</li> <li>Experience or working as part of a team.</li> <li>Experience of enabling individuals and families to consider and appraise immediate, medium term and long term outcomes and to develop dynamic options for individuals to progress to independence.</li> <li>Experience of self-appraisal and reflective practice.</li> <li>Experience of using Information Technology to create documents, data records, diary records, communication and reports.</li> <li>Knowledge of the dimensions and impact of child and adult abuse and procedures to report concerns.</li> <li>Knowledge of the roles and responsibilities of partner organizations.</li> </ul>	<p>A/I</p> <p>A</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A</p> <p>A/I</p> <p>I</p>

	<ul style="list-style-type: none"> <li>• Knowledge of the mental capacity act, capacity to consent, Deprivation of Liberty Safeguards, Mental health Act, Children Act, Education Act, Code of Practice and safeguarding procedures sufficient to know the limits of this role and to engage other professionals when required.</li> <li>• Working knowledge of SEN legislation and Disability.</li> </ul>	<p>A/I</p>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Able to develop and sustain impartial collaborative relationships with children or adults with a disability and their families</li> <li>• Effective verbal and non-verbal communication with individuals and their family</li> <li>• Able to help individuals to evaluate and manage risk positively</li> <li>• Able to demonstrate budget management skills</li> <li>• Able to develop and sustain effective working relationships with staff in other agencies</li> <li>• Able to maintain accurate written and electronic records of observations, actions and decisions</li> <li>• Good organizational skills, including managing time, prioritizing work and meeting deadlines</li> <li>• Able to work creatively within resource constraints. Able to problem solve and identify opportunities for improvement</li> <li>• Resourceful and resilient – able to operate in a changing environment</li> <li>• Skilled in resolving conflict or tensions</li> <li>• Committed to service improvement and delivering success for the organization, individual &amp; family (visionary and forward thinking). Curious and passionate about improvement and making a difference</li> <li>• Willing to challenge accepted models of services and be creative</li> <li>• Committed to understanding what success looks like for the individual and their family</li> <li>• Ability to travel across the County: current driving license (special arrangements can apply for people with a disability)</li> </ul> <p>This post is designated as a casual car user</p>	<p>A/I</p> <p>A</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>I</p> <p>A</p> <p>A/I</p> <p>A</p> <p>A</p>



If a disabled person meets the criteria indicated by the Disability Confident scheme symbol and provides evidence of this on their application form, they will be guaranteed an interview.

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

If you need a copy of this information in large print, Braille, another language, on cassette or disc, please ask us by contacting **Talent and Resourcing on 01785 278000**