



Role Profile

SEND Case Officer

Prevention & Communities – Education

Role Profile: SEND Case Officer	Role Profile Number: SBC_11435
Directorate: Prevention & Communities - Education	Reporting to: SEND Team Leader
Grade: CFL 7	Date Prepared: 25.06.26

Our Values

Our [Values](#) shape how we work for the people of Swindon. They guide how we make decisions, how we deliver services and how we work with our communities and partners.

Our Values are:

We SEE – people, not problems – and stay curious to understand their story.

We HEAR – each other and the people we serve

We CARE – about our colleagues, our residents and our community

We ACT – with integrity, accountability and purpose

We LEARN – from data, feedback and experience so we keep improving

These five values describe the standards we hold ourselves to as a Council, and what residents and partners can expect from us.

The Swindon Commitment

The [Swindon Commitment](#) shows how we bring our Values to life every day, in every role, across all that we do. It turns our Values into practical promises between the Council, our colleagues and the people we serve so we can work together to deliver the best possible services and support.

Created with colleagues from across the organisation, the Swindon Commitment sets out a shared understanding of how we work, lead and behave. Rooted in our five core values, it reflects how we listen to, include and respond to residents, communities and each other.



Purpose:

On behalf of the Council, to lead and manage processes for statutory assessments and statutory planning for students 0-25 years with special educational needs and disabilities.

To work effectively in partnership with parents, young people, education, health and care services, commissioners and information services in the delivery and improvement of statutory processes for special educational needs and improve outcomes.

Key responsibilities and accountabilities:

- To ensure productive and trusting relationships are maintained with head teachers, SENCos and service leads in health and care, providing a point of contact and familiarity with setting level issues for education settings within the team area.
- To lead and deliver high quality person centred case management relating to SEN assessment, ensuring liaison with all relevant parties and partners, particularly parents and young people ,and effective joint working to achieve a good quality co- produced assessment.
- To ensure that the team works in partnership with children/young people aged 0-25 years, their parents, their education settings and supporting practitioners/service providers to ensure that the most up to date advice is available and informs the construction, amendment and monitoring of Education, Health and Care Plans.
- To lead constructive conversations with school leaders, health and care service providers on the identification of SEND, statutory compliance, the graduated response, school information and outcomes.
- To ensure that the progress of children and young people with EHC plans is monitored and reviewed via annual review processes and to ensure that the most up to date information is available and informs the continuation, amendment and monitoring and ceasing of these plans.
- To ensure that all EHC plans and assessments and amendments are consistently undertaken to the required quality standards and within timescales and to contribute caseload data and improve the team performance tracking and quality assurance processes.
- To research, analyse, present and make decisions that impact on budgets held by senior leaders and apply and enable a clear rationale for delegated decisions.
- To identify areas for improvement and development and develop and manage appropriate strategies for change.
- To lead on joint working with education, care and advice services at case level, providing operational information to support policy development, commissioning, joint commissioning and service reviews
- To work with SEN team leaders, managers and commissioners to ensure that children and young people with SEN are placed in appropriate provision from a range of options, in a timely manner and to enable the appropriate planning to occur for the next stage of education in the context of preparation for adulthood.

- To liaise and effect partnership working in relation to multi-agency case conferences/ meetings including mediation as appropriate.
- To prepare case statements and support efficient LA representation at SEN tribunals (SENDIST), and CETR multi-agency processes
- To research and develop a strategy for effective ways to engage with parent and young people's information and advice services, disagreement resolution and other services for parents and young people with SEND, providers and other services to develop services which builds local capacity to support all young people and which helps shape and improve the SEND service
- To ensure work undertaken meets the required standards and performance criteria for the safeguarding and well-being of children and young people.
- To ensure that all work undertaken enables equal opportunities regardless of ethnicity, disability and other protected characteristics
- Promote the Children's Services in accordance with the Business Plan and good customer care practice and be responsive to customers, Governors and elected members.

Supplementary Accountabilities

- Efficient use and support for efficient use of electronic systems supporting statutory casework.
- Provision of data relating to statutory casework to contribute towards team, service and individual performance tracking, reporting and reviews.

Managerial

N/A

Professional

Evidence of ability to work with tact and sensitivity with clients and others which will include:

- Managers, practitioners in a wide range of services for children and young people within the public, independent and community sectors.
- Council and NHS/CCG staff.
- Parents, young people and children with special educational needs and disability.
- Information and advice services, alternative provision leads, school improvement and Virtual School.

Decision making:

- Ability to establish relationships based on trust and respect and shared objectives to facilitate joint planning, decision making and improved outcomes for children and young people
- Effective decision making relating to prioritisation of time and work flow within a context of competing demands informed by a thorough understanding of the Special
- Educational Needs and Disability Code of Practice and related guidance, regulations and law.

Creativity and innovation

- A commitment to think innovatively, creatively and logically, to develop creative solutions related to statutory casework, and which contribute to the development and successful implementation of SEN policy and strategy.

Job Scope

Number and types of jobs managed:	N/A
Budget Holder:	No
Budget Value:	N/A
Asset Responsibility:	N/A

PERSON SPECIFICATION

Qualifications:	Essential or Desirable
• Educated to degree level in a related area or substantial equivalent experience. • A commitment to continuous professional development and those of others. • Post graduate qualification in special educational needs.	E E D
Knowledge and Experience:	
• Significant practitioner experience in care or health service delivery and/or education provision 0-25 years. • Experience of working proactively with partners and stakeholders including parents, children and young people to gather feedback and shape the service provided. • An understanding of current issues and legislation relating to special educational needs and disability, inclusion and human rights. • Working knowledge of the education curriculum and graduated approach, personalised learning and education assessment processes, of Care Act and health transformation planning and NHS standards. • An understanding of the educational implications of the full range of special educational needs (SEN) from 0 – 25 years and of the features of an effective preparation for adulthood. • Understanding of value for money and experience of budget or resource management.	E E E E D
Aptitudes, Skills and Competencies:	

• Excellent oral and written communication skills, adapted for a range of audiences. The requiring a high level of inter-personal skills and communication skills, including advocacy, coproduction, conflict and dispute resolution skills, developmental planning and staff performance management. • Evidence of a good level of IT and computational skills. • Ability to analyse technical assessment information from a range of professionals and synthesise these into clear and accessible summaries. • Significant experience of management of project or team working and of implementing systemic and/or cultural change.	E E E E
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Other Key Features of the role

It should be noted that the duties and tasks associate with this post may change from time to time without altering their general character or the level of responsibility entailed. The above duties and activities associated with this job are neither exclusive nor exhaustive and the job holder may be called upon to carry out other such appropriate duties as may be required within the grading level of the job.