

Barnet Education and Learning Service



Job Title: SEN CASEWORKER

Barnet Education & Learning Service (BELS)

Closing date: 29th January 2025- Midnight

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Welcome to Barnet Education & Learning Service (BELS)

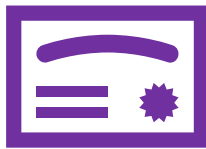
About Us

<https://www.bels.org.uk/>

Barnet Education & Learning Service (BELS) is a local authority owned company responsible for providing Barnet Council's Education & Skills service to Barnet schools and settings.

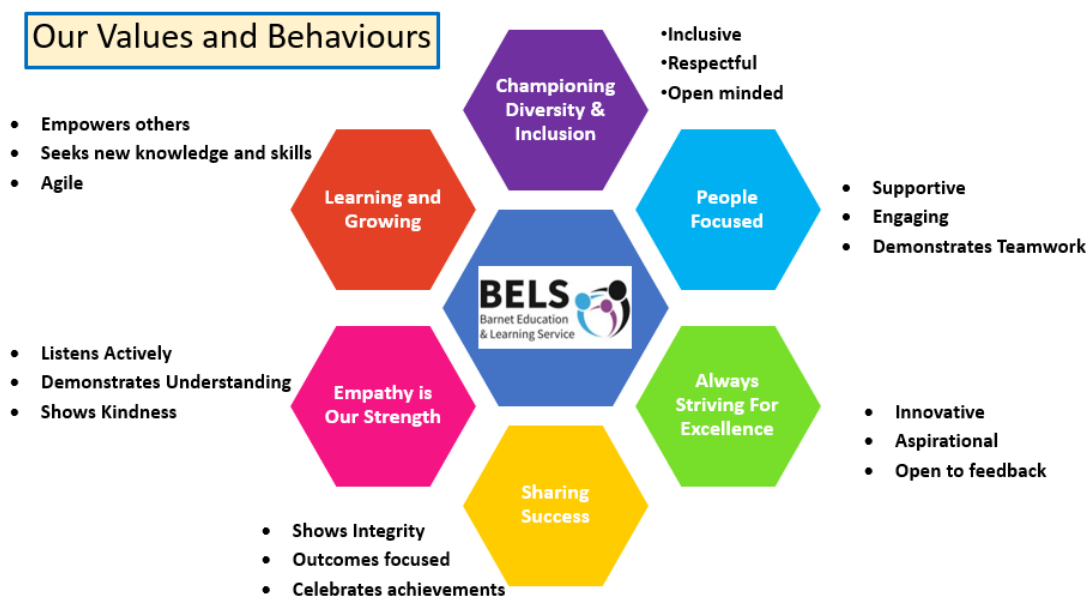
The BELS Board of Directors has representatives from Barnet Primary Headteachers' Forum, Barnet Secondary Headteachers' Forum and Barent Parent-Carer Forum as well as Senior Leaders from the Council enabling a truly collaborative approach to decision-making and delivery which brings the best outcomes for Barnet's schools, educational settings, colleges, students, and young people. The Board of Directors also includes a BELS Staff Director in addition to our Chief Executive.

Along with statutory services, BELS provides a range of traded services to schools and settings, equipping them with the latest tools, training, and programmes to improve school standards and outcomes.



95% of Barnet schools are good or outstanding and Barnet is now in the top 10% for almost all measures of achievement in schools and the top 5% for many of the measures.

We are proud to play a part in creating resilient communities where pupils are high achieving and engaged by providing schools and settings with everything they need to help pupils reach their goals and achieve outstanding outcomes. We have highly experienced teams who stay abreast of new developments and best practices to empower teachers and governors in a changing world.



Contact Officer: Feray Souleiman
Department: SEN Department
Telephone: 02083597007

Dear Applicant,

Post: SEN CASEWORKER

Thank you for the interest you have shown in the above opportunity.

This Information Job Pack gives a full explanation of the role and working for Barnet Education and Learning Service (BELS). We are excited to learn what you can bring to BELS and Barnet's schools and settings. If you are passionate about delivering a high level of service, working in a dynamic and supportive team and making a difference then I encourage you to apply for the post.

To apply for this post, please visit: [Recruitment | Barnet Education & Learning Service | London \(bels.org.uk\)](https://www.bels.org.uk/Recruitment/Barnet-Education-Learning-Service-London)

If you need assistance, please email the BELS HR Team at: hr.barnetbels@barnet.gov.uk quoting job title.

The closing date for applications – 29/01/2025- Midnight
Interviews will be held – 05/02/2025.

If you would like to discuss this position on an informal basis, please contact me on 02083597007.

It is important to us at BELS that our organisation reflects all members of our community, and we strongly encourage members of ethnic minority communities to apply. I look forward to receiving an application from you.

Yours faithfully

Feray Souleiman
Head of SEN Assessments and Placements
Barnet Education and Learning Service

Job Title: SEN CASEWORKER
Contract Type: Fixed-term contract for 12 months, All Year Round
Hours: 36 hours per week (1.0 FTE)
Salary: £41,442, - £44,331 Per Annum (Full Time)

We are seeking to appoint a SEN Caseworker. The successful candidate will have primary responsibility for a caseload relating to a defined group of schools or geographical area. The caseworker will manage the effective co-ordination of the assessment, and review the Education, Health and Care Plan (EHC plan) of individual pupils, according to the Children and Families Act 2014.

Experience and/or knowledge of SEND legislation is essential. In return, you will be offered extensive in-house training and an opportunity to develop skills in the SEN environment. You will be given regular supervision and be part of a thriving dynamic team.

For an informal discussion about the post please contact Feray Souleiman, Head of SEN assessments and placements - 02083597007.

To apply for this post, please visit: Recruitment | Barnet Education & Learning Service | London (bels.org.uk)

If you need assistance, please email the BELS HR Team at: hr.barnetbels@barnet.gov.uk quoting job title.

For more information about our team, you can view our local offer page here: Barnet Local Offer :: Home / Info and Advice / How to get help / How specialist education services can help / Educational psychology / EP: Professionals Page (thisisfocus.co.uk)

Closing date for applications: 29/01/2025- Midnight

Interview date: 05/02/2025

Barnet Education and Learning Service is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. In addition, if this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations, the successful applicant will be required to declare.

We are committed to practising in ways that are equitable, anti-racist and culturally responsive and we welcome candidates who share this commitment. We have developed an equity and anti-racism policy which outlines our values and actions in this area including ongoing CPD and offering support to our school community. Recruitment of a diverse

workforce that is representative of the community we serve is part of our ongoing commitment and is embedded in this policy and therefore, we welcome applicants who are underrepresented in our profession.

Section A: Specific Role Profile

Service:	Education & Skills
Job Title:	SEN Caseworker
Grade and Salary:	29-32
Reports to:	SEN Casework Manager

CONTEXT AND PURPOSE OF JOB

1.To act as “Named Officer” (SEN Code 2014) and case worker in the management of a caseload of pupils with SEN and to ensure that legislative and policy requirements are met and procedures are administered within statutory timescales prescribed in the Government's Code of Practice and the Council's Performance Indicators and best practice

2.Analysis and synthesis of complex reports, to produce summary documents to be used for a range of purposes, the majority of which is to inform decision making on the allocation of additional resourcing and school placement.

3.To write, maintain and amend Education, Health and Care Plans and through contact with schools and other education providers, and consideration of annual review reports, monitor the arrangement of any special educational provision specified in the EHC Plan, in accordance with relevant legislation.

4.In addition to drafting Education, Health and Care Plans, to draft:

a. reasoned and detailed decision letters applying the legal framework in the context of a range of (often conflicting) professional advice, explaining the reasons for the decision

b. Clear briefs to inform the discussion of senior officers, advisory/moderating panels and others as directed

c. Responses to complaints, MP and elected member enquiries

d. appropriate records for pupil files as instructed

5.Liaising with schools, education settings and parents regarding assessment, placement, support and any other matter of interest or concern to schools and parents that falls within the brief of the SEN Team.

6.To display a genuine commitment to partnership working relationships with parents, pupils, schools, early years settings, colleges, Children’s Service staff and other statutory and voluntary agencies to ensure that the Council’s statutory duties for SEN are effectively undertaken, and that parents and providers are confident in the management of the statutory SEN process.

7.Through professional, objective, clear and discrete interactions with parents and professionals, ensure that personal presentation and style recognises that assessment and related matters, are often stressful for parents.

8.Working within the Council’s code of practice for communication with the public, take time and make appropriate phone, meeting or written responses to build confidence and ensure the Council’s statutory responsibilities are met.

3.1 PRINCIPAL ACCOUNTABILITIES

4.1 Main duties and responsibilities

Statutory Process

1.Ensure delivery of statutory assessment processes for a defined caseload in a manner that:-

-Satisfies requirements of the 1996 Education Act and the 2014 Children and Families Act, and associated legislation

- Complies with DfE guidance**
- Supports and promotes Council policies**
- Promotes locality based and inclusive education**
- Encourages and develops positive relationships with schools, and other education settings**
- Minimises dispute with parents through high quality and bespoke communication**
- Builds on, develops and improves relationships with other agencies, including children’s and adult health services health and children’s and adults social care**
- Enables local and national performance targets to be achieved**

2. In accordance with the regulations and guidance that underpin assessment of SEN and multi-agency interventions, and within LBB operational procedures, ensure that all processes including issuing, amending and reviewing EHC Plans are delivered within timescales.

3. Ensure on-going familiarity with Council policies and procedures that apply to the management of SEN casework and placements.

4. Work within defined decision-making processes and within the delegated decisions framework as appropriate.

5. In preparation for decision making through panels or by senior officers, provide analytical briefs on evidence gathered to inform decisions on:

- **Whether or not to undertake an EHC Needs Assessment**
- **Whether or not to issue an EHCP**
- **Any other decision stated**

6. Analyse and evaluate educational, medical, social care and psychological advice and other relevant information and reports collected under the Statutory Assessment of a child's special needs, through annual review or separately. Following the analysis:

• **Write detailed and specific education health and care plans (EHCPs) according to the statutory guidance and reflecting local guidelines and written policies.**

• **amend EHCPs**

• **explain reasons for not assessing, not issuing an EHCP or not amending an EHCP**

• **Write, in liaison with the educational psychologist and/or specialist teacher, a note of needs and provision following a refusal to assess**

Relationships and contact with stakeholders and partners

7. Ensure supportive constructive and sensitive liaison and discussion with schools and settings so the decisions made on casework are well supported with evidence and have maximum potential for sustainability.

8. Establish and sustain strong working links with the Virtual School for Looked After Children, ensuring a high level of vigilance to monitoring the special educational provision for those looked after children with EHCPs

9. Develop and maintain high quality relationships with key staff in:

- **schools and settings (especially head teachers and SENCOs)**
- **Inclusion and Skills (especially educational psychologists, early years SEN staff and specialists' teachers)**
- **Children's Services (especially social workers),**
- **Health (especially paediatricians, therapists and CAMHS workers)**
- **other agencies, for example youth services, the YOT**
- **Parent Partnership Services**
- **Mediation and Disagreement Resolution Services.**

10. To make positive and constructive responses to telephone enquiries from schools, parents, other services and the public, aiming, through the application of specialist knowledge, to defuse stress and anxiety and where possible provide required information or signpost to other services

11. Liaise with non-educational agencies to ensure that appropriate non-educational services are provided. Influence schools and other relevant parties to meet the needs of pupils with SEN and make best use of SEN funding.

12. Attend individual pupil casework meetings as required, including Annual Review meetings, in order to assist with problem resolution, and/or to monitor progress and provision of pupils with SEN.

13. Provide training, information, guidance and advice as required on statutory procedures to parents, schools and other parties. Represent the SEN Strategic and Casework Team at events organised to provide information sharing and/or training with other agencies related to the SEN Code of Practice, legislation and relevant practice and procedures within Barnet

Casework Management

- 14. To make timely links with SEN colleagues who have a brief to manage funding, placements, transport – so that the effective co-ordination of these functions with casework management is efficient and effective.**
- 15. To attend and contribute to case review, annual review, parent and other meetings as agreed with or instructed by the SEN casework manager.**
- 16. To work in a structured partnership with SEN Support Officers so that the different tasks within the SEN statutory process are completed with quality, in a coordinated and time efficient manner.**
- 17. To ensure high quality paper and electronic case file management, following quality standards and guidelines set down, and with support from the SEN support officer for data input, file organisation and filing.**
- 18. Implement the decisions of relevant LA Panels in order that the special educational provision specified in the EHC Plan is arranged, including admission to school or other educational settings**
- 19. Make recommendations on placement and working closely with the Placements Co-Ordinator, reach resolution to the placement of pupils with EHC Plans. Work within statutory guidance, agreed procedures and workflow processes in relation to consulting on and finalising placements.**
- 20. Identify potential conflicts and disagreements and emotionally charged situations at an early stage. Plan approach to resolve or reduce conflict and disagreement swiftly, effectively and professionally through mediation and other appropriate conflict resolution techniques, with a focus on the provision of suitable education for the pupils and that the LA discharges its statutory responsibilities. Work in partnership with parents, pupils and schools to promote inclusion and to minimise conflict and disagreement.**
- 21. Supported by SEN Support Officers, ensure that pupil files and all necessary casework records are accurate, kept up-to-date and are filed and stored securely, for those cases for which the post holder is responsible.**

22. Have regard to statutory timescales and local performance standards for written correspondence and administration and ensure these are met for the area for those cases for which the post holder is responsible.

23. Ensure relevant statistical and management information is organised and available, including the allocation of different amounts and types of resources to EHCPs .

24. Ensure that the responsibility of safeguarding the welfare of children is a fundamental aspect of this job and that the principles are embedded in all procedures, practices, professional advice and decision making. Ensure full compliance with the Pan-London protocols and Barnet safeguarding standards

4.2 Staff Responsibilities

4.2.1 No direct staff responsibility. Some responsibility for occasional staff supervision and induction for less experienced staff within the team. Providing day to day direction and support as required to SEN Support Officers. Assisting other officers within the SEN strategic and casework team to contribute to team efficiency and effectiveness

4.2.2 Involvement in the training and development of staff within the team

4.2.3 Deputise for the SEN Casework Manager as required

4.2.4 Work collaboratively and jointly with other SEN Casework Officers, adopting different and complementary roles in the operation and delivery of whole Teamwork processes.

5.0 PROMOTION OF CORPORATE VALUES

5.1 Ensure standards of customer care are met in accordance with the Council's EHC Plan of Values. To be aware of the Corporate Plan and how it affects the section.

5.2 Ensure that a high level of confidentiality is maintained in all aspects of work.

6.0 FLEXIBILITY

6.1 In order to deliver services effectively, a degree of flexibility is needed, and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the post, at the appropriate grade.

7.0 THE COUNCIL'S COMMITMENT TO EQUALITY

7.1 To deliver the council's commitment to equality of opportunity both in the provision of services and as an employer. All staff are expected to promote equality in the workplace and in the services the council delivers.

Section B: Person Specification

Service:	Children's Service
Location:	2 Bristol Avenue, Colindale
Job Title:	SEN Caseworker
Grade:	29 - 32
Reports to:	SEN Casework Manager

Essential Qualifications required

Type	Level required
Professional qualifications/memberships	None specific – desirable if qualified in children's education or related professional qualification e.g.: Teaching assistant, youth worker, guidance etc.
Education	Desirable if educated to degree level or equivalent (preferably in a relevant discipline) Minimum: GCSE Maths and English or equivalent

Technical / Knowledge Requirements

Type	Description
ICT skills	Competent and confident in the use of standard Microsoft Office products such as Word, Excel, PowerPoint. Proven experience and competency in the effective use of ICT databases and record storage and retrieval systems. Proven ability to handle confidential personal information in an appropriate and secure manner.
Project Management	Ability to carry lead on projects or operational processes related to the work environment

Role Specific Competencies

Type	Description
Knowledge & Experience	Knowledge, experience and understanding of the main current developments and statutory position relating to children with special educational needs
	Demonstrable knowledge of the main SEN legislation and guidance, particularly the SEN Code of Practice and 1996 Education Act and other related/relevant Children focused legislation
	Experience of the work of other agencies including health, mental health, voluntary sector and others.
	Experience of relevant work preferably in a school setting or within a local authority, or equivalent organization.
Literacy and written language skills	Ability to make appropriate recommendations and write detailed, grammatical letters, EHC Plans and reports in a clear and structured manner based on an analysis of complex information
	Ability to deal with complex reports, and to demonstrate good analytical skills, synthesis and précis skills
Generalising	Ability to apply learning and technical aspects from one case to another within wider legal framework
Emotional intelligence and resilience	Ability to know when to and how to apply a sensitive and objective empathy without compromising the Council.
	Ability to manage situations of high stress, anxiety and sometimes anger amongst stakeholders, especially parents.

Behavioural Competencies

Competency	Key to role
Communicating and influencing	Effective verbal and written communication skills
	Ability to communicate complex issues in a clear and effectively manner (oral and written) with a wide range of stakeholders and to advise, persuade, influence, empathise and be assertive as appropriate.
	Ability to participate effectively at case conferences and other forums to secure positive outcomes which make best use of limited resources.
	Proven ability to resolve conflict through mediation and other conflict resolution techniques and find creative, interagency solutions which meet children's needs.
	Ability to ensure a high standard of customer care
	Ability to manage continuous interruptions, including phone calls, ensuring courtesy and attention as required

Political Awareness	Appreciation of the political make-up and decision-making processes of the council and its impact on the role
Leadership	Willingness to take personal responsibility for the delivery of relevant service priorities that pertain to the role.
	Ability to ensure that children and young people and their parents are the focal point for decision making
	Ability to ensure statutory criteria for efficiency and cost-effectiveness are integrated into advice that informs decisions to be made and actions taken
Problem solving	Ability to analyze complex information quickly, reaching and articulating decisions with clarity, to deliver solutions that command support.
	Ability to engage those who disagree to secure agreement through explanation, clarifying, knowledge of the law and tactical case management skills
Striving for excellence	Proven record of achievement in delivering: <ul style="list-style-type: none"> • service improvement • logical and effective decision making
	Ability to manage a complex workload and meet tight timescales, using ICT skills to support office procedures
	Demonstrates a determination to provide a quality service and achieve challenging targets
	Commitment to embrace the principles of equality in the
	delivery of the service
Staff management	Proven ability to support the delivery of effective training relating to the role of the job
Team working	Ability to work effectively, flexibly and constructively with colleagues in a team and make a positive contribution.
	Ability to work effectively with senior managers, staff, schools, external partners and to establish confidence, trust and credibility
	Demonstrable experience of working effectively and participating with other colleagues on an inter-agency basis to ensure an effective response to complex issues
	Ability to work with a range of professional staff and the public

	Ability to build and nurture good working relationships with colleagues and across a wide range of outside agencies
Safeguarding	Sound understanding of the principles of safeguarding and a commitment to improving safeguarding the welfare children and young people.
Partnership working	Recognises the importance to the council of active partnership working and embraces partnership working where relevant to deliver services most effectively and efficiently
	Actively contributes to the creation of an open, and interdependent culture
	Ability to provide accurate guidance, information and advice to parents

Compiled/Reviewed by	CARL FOFIE
Date	14/01/2025

Key Details

Reporting to: HEAD OF SEN

Contract: FIXED TERM CONTRACT 12 MONTHS

Salary: £41,442- £44,331 PA

Location: Colindale

Annual Leave

Your annual leave is based on the grade and years of continuous service. Upon their start, employees will be entitled to **27** days plus 8 Bank Holidays per annum – pro-rated for part timers and this would increase with service up to **30** days.

Flexible and Hybrid Working

This is a full-time post. Commitment to flexible and hybrid working.

Voluntary Pension Scheme – Non-Teachers

Staff joining BELS can choose to contribute to a Pension Scheme and will become members of AVIVA – the Pension provider for BELS. Staff can contribute either 4.5% or 7% of their salary into the Scheme and BELS will match this. BELS is a private company of Barnet Council which has its own legal entity and terms and conditions which are different from Barnet's.

Please note:

“BELS, as a Local Authority Controlled Company, is deemed by the Council to be an associate employer of Barnet Council and is therefore covered under the Modification Order. This means that any continuous service you currently have (within another local government service, or a school or any organisation signed up to the Modification Order) will be transferred with you into BELS”

It is a standard practice that prospective employees are offered the starting point of the pay scale and expect that staff would progress through the spine points on an annual basis. However, if there is a strong case to pay above the minimum of the scale, the Senior Management Team would consider the case.

Application Process

Closing date for applications: 29/01/2025

Interviews will be held on: 05/02/2025

Completing Application Forms

To apply for this post, you must complete an online **application form** available within the job posting under [Recruitment | Barnet Education & Learning Service | London \(bels.org.uk\)](https://www.bels.org.uk) .

Particular attention should be given to the Supporting Information section within the application form. Shortlisting is based on the candidate's ability to meet the selection criteria within the person specification. Therefore, it is essential that you outline clear examples and evidence of how you meet the requirements of the person specification. Examples and evidence should also relate back to the duties/accountabilities contained in the job description.

Reply Details

Your application form must reach us by closing date. Applications received after this date will not be considered.

To apply for this post, please visit: [Recruitment | Barnet Education & Learning Service | London \(bels.org.uk\)](https://www.bels.org.uk)

If you need assistance, please email the BELS HR Team at: hr.barnetbels@barnet.gov.uk quoting job title.

It is important that you complete ALL sections of the application form.

Next Steps

If you are selected for interview, we will contact you by email and/or text message.