# CAMBRIDGESHIRE COUNTY COUNCIL

**CHILDREN, EDUCATION AND FAMILIES**

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| **JOB DESCRIPTION****Job Title:** 0-25 Place Planning and Sufficiency Officer (SEND and AP)**Service:** Alternative and Specialist SEND Provision Service**Directorate:** Education **Reports to:** 0-25 Education Officer (SEND and AP Place Planning) **Grade:**  P1 **Location:**  New Shire Hall, Alconbury Weald.**Hours:** Full-time or part-time equivalent  |
| **Job Purpose:**To ensure the Council meets its statutory duty to secure sufficient education provision for vulnerable children and young people through:* Planning and reviewing of demand for alternative and specialist provision across the County
* Contributing to the commissioning and establishing of new places in consultation with other statutory bodies.
* Contributing to the development and on-going review of policies and procedures in respect of the planning and commissioning of alternative and specialist 0-25 educational provision in line with established and changing national policies.
* Advising and supporting the SEND service, schools and academy trusts on organisational planning, relevant statutory guidance and legislation.
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|  | **Principal Accountabilities** | % Relative Importance |
|  | PLACE PLANNING* Reviewing demographic data relating to SEND, EHCPs and those requiring alternative provision to ensure its presentation fits the need of the service
* Analysing demographic data, school and setting capacity information and information on emerging housing developments;
* Producing and presenting option appraisal reports and briefing notes for a range of audiences, including Senior Officers, the Education Management Team and elected officials including County Councillors; and partner organisations
* Contributing to the commissioning of new alternative and specialist SEND education provision in compliance with current statutory processes
* Working in close partnership with local communities and providers
* Contributing to production and delivery of the Authority’s 0-25 Education Organisation Plan
* Supporting the preparation of statutory returns to the Department for Education (DfE)
* Producing and maintaining up-to-date project, action plans and monitoring information
* Identifying potential risks and issues and appropriate mitigation solutions
* Supporting the development of the capital investment plan:
	+ identify projects requiring capital investment
	+ prepare business cases to support inclusion of projects in the capital programme
 | 45% |
|  | NEW DEVELOPMENT PLANNING To support District and City Councils in development of Local Plans and associated Planning Policy Frameworks by: * Analysing and assessing the impact of emerging development plans on alternative and specialist SEND
* Assessing and preparing responses to emerging housing developments regarding sufficiency of alternative and specialist SEND provision.
* Identifying the infrastructure required for alternative and specialist SEND education provision to mitigate proposed developments
* Preparing the case for S106 developer contributions to deliver the required infrastructure
 | 20% |
|  | COMMUNICATION, ENGAGEMENT AND STAKEHOLDER MANAGEMENT* To co-ordinate and facilitate consultation and engagement with key stakeholders which will include:
* Across the special school sector (maintained, private, voluntary and independent providers) directors, operational and front line managers and chairs of EY committees
	+ executive directors of academy trusts, head teachers and governing bodies
	+ The Regional Schools Commissioner (RSC) and the Education Skills & Funding Agency (ESFA)
	+ Councillors, MPs
	+ Officers in other local authorities and agencies
	+ The local community (when undertaking public consultations)
* To respond to a range of queries in a timely manner arising from:
	+ Statutory Assessment Team, MPs, Parish Councils and County Councillors
	+ legislative change
	+ Freedom of Information (FOI) requests
	+ complaints.

 * To identify any changes required to operational practice that arise from the above.
 | 10% |
|  | JOINT WORKING ACROSS THE COUNTY COUNCILTo sustain effective working relationships with colleagues in other services and teams across the organisation to ensure alternative and specialist SEND education place planning issues are prioritised and addressed appropriately | 10% |
|  | KNOWLEDGE To maintain an up-to-date knowledge and understanding of education legislation, central Government policies, Council policies and guidance pertinent to the commissioning of education provision, in particular alternative and specialist SEND provision.  | 10% |
|  | PERSONAL DEVELOPMENT* Ensure own personal and professional development.
* Promote inclusion through all aspects of work.
* Ensure that all areas of work comply with the Council’s policies on equality and anti-discriminatory practice.
 | 5% |

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| **PERSON SPECIFICATION****Job Title:** 0-19 Place Planning and Sufficiency Officer**Section:** 0-19 Place Planning and Organisation Service**Directorate:** Education**Reports to:** 0-19 AreaEducation Officer **Grade:** P1 **Location:** New Shire Hall, Alconbury Weald **Hours:** Full time or Part Time equivalent  |
| Job Knowledge, Skills and Experience

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| **Qualifications Required** | **Subject** | **Essential/Desirable** |
| Degree or equivalent experience | Any relevant subject | Essential |
| Relevant professional qualification or relevant experience  | Any relevant subject | Desirable |

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| **Knowledge (Essential)** |
| Knowledge and understanding of the current legislative frameworks governing the 0-19 education range and the provision of early years and childcare, school and post-16 places.  |
| Understanding of the role of regulatory bodies in respect of the provision of early years and childcare, school and post-16 places. |
| Robust understanding of the maintained and academy sector and childcare sector. |
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| **Knowledge (Desirable)** |
| Local area knowledge of schools, private voluntary and independent providers of alternative provision, post-16 and FE sector. |
| Knowledge and understanding of the democratic process and the Council’s decision-making processes. |
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| **Skills (Essential)** |
| Ability to work autonomously and to collaborate with, and contribute to effective delivery of team objectives.  |
| Excellent communication skills, both written and oral. |
| Aptitude to form and maintain positive working relationships across a wide range of audiences internally and externally.  |
| Proficient in public speaking and managing challenging conversations.  |
| Confident in facilitation of discussions and meetings, acting in a consultant capacity. |
| Ability to write and present concise and factual information and reports to a variety of audiences. |
| The ability to understand, interpret and synthesise complex information and statutory regulations. |
| Tact, diplomacy and transparency. |
| Flexibility and the ability to deal with a range of demands and, occasionally, conflicting priorities. |
| Able to assess community needs and deliver creative, financially viable solutions to meet statutory duties.  |
| Proven problem-solving skills. |
| Proficient ICT skills. |
| A demonstrable commitment to promoting equality and diversity. |
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| **Experience (Essential)** |
| Experience of scheduling and working on either an educational specific, and/or any other related project with a life span of more than one year, where a methodical approach and attention to detail are essential. |
| Experience of producing option appraisals and using these as the basis of recommendations to inform decision-making. |
| Experience of undertaking research, analysis and presentation of data to a variety of audiences. |
| Proven ability in fostering robust relationships with key stakeholders, including but not limited to: Councillors, Directors and representatives from; the DFE, Multi Academy Trusts, Trade Unions, Headteachers, Governors, Parents, Early years (EY) directors EY Managers, and Voluntary Committee members. |
| Proficient in preparation of briefing notes and production of reports for a variety of audiences.  |
| Ability to engage in positive dialogue to achieve desired outcomes.  |
| Clear understanding of the need to engage with communities and promote good customer/stakeholder relations. |

**Special Requirements*** Able and willing to travel around the County and, occasionally, outside the County boundary.
* Able and willing to work outside normal office hours (governing body meetings and public consultation sessions are usually held in the evening).

**Behaviours*** **Respect for Others and Public Resources**

I identify areas for improvement and meet the diverse needs of customers and colleagues.I challenge poor use of built and natural resources, delivering improvements.* **Working Together**I think creatively about opportunities to work together, building rapport.I deliver results across team and organisational boundaries.
* **Integrity**I focus on outcomes and am self-motivated.I am able to think and plan strategically to deliver services that are based on colleague and customer feedback and input, with decisions being made openly and transparently.
* **Excellence**I consistently review current practice both in the work I do and in the work of my team.I identify and deliver best practice.
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