

SEND Inclusion Support Officer (ISO)

Grade 9

Job purpose

The national SEND system is facing an ever-increasing challenge due to the continual rise in the number of children and young people who need support for special educational needs and disabilities (SEND) and critical pressures on the system designed to support them.

In Kirklees, we want to be innovative and creative in the way we respond to increasing pressures on the SEND support system, focusing on developing meaningful and trusted relationships and working closely with schools, families, partners and communities to understand these challenges and help to identify the right support at the right time.

The Inclusion Support Officers (ISO) co-ordinate high quality information, guidance, advice and bespoke support for education professionals within Kirklees with regard to Special Educational Needs and Disabilities (SEND). Initially developed as a pilot project to support schools, it's success has resulted in the requirement to expand the scope and remit of these roles to offer early SEND guidance to families, communities as well as other professionals within the SEND system.

This role sits within the Kirklees SEND Local Offer, which delivers information, advice and guidance around SEND through a website, social media, face to face engagement sessions, telephone line support and email. The ISOs will align with the four Families Together areas (Kirklees rural, Huddersfield, Dewsbury & Mirfield, Batley & Spen) by working with colleagues, schools and families within these areas to ensure that good SEND information and guidance is available across the whole of Kirklees.

Inclusion Support Officers currently provide support to over 180 primary settings, 50 secondary settings, 18 post-16 settings and numerous alternative and independent settings.

This role is based within [Children and Families](#). Find out more about [working for Kirklees](#).

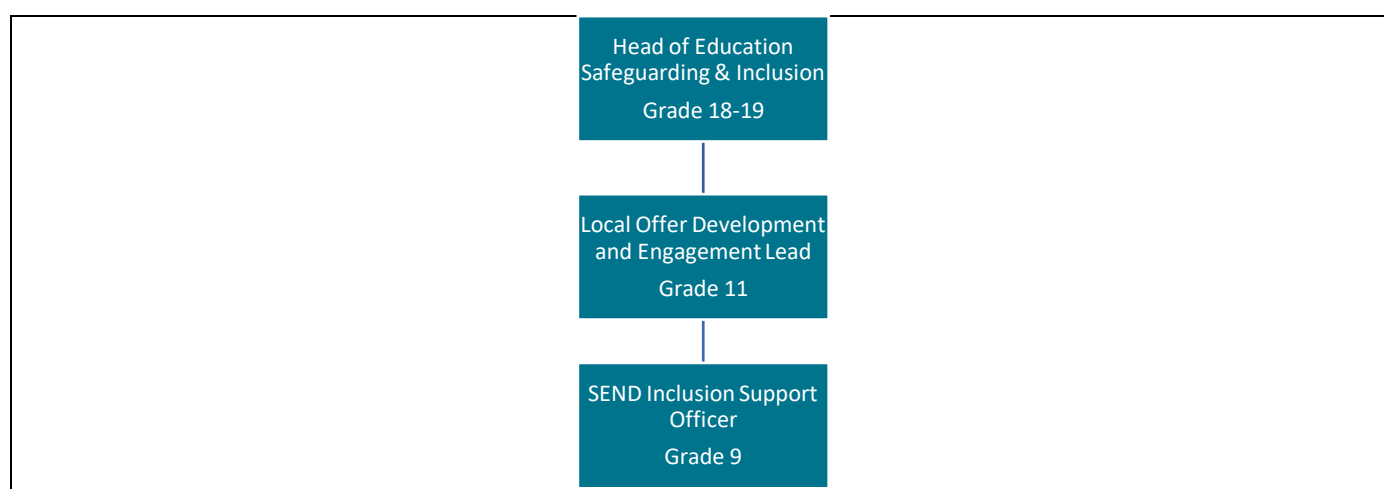
Key areas of responsibility

- Work in a place-based way to support communities of schools, services, activities, third sector and families to provide information, advice, support and signposting around SEND issues. This involves building effective relationships with key stakeholders from each of the Families Together areas to gain a thorough understanding of what support and help is available within that area so that the ISO can better advise schools, professionals, and families on what is available locally to them.
- To contribute, drive and shape the ongoing development of the service to provide holistic SEND advice, guidance and coordination of support to families at the earliest opportunity to prevent emerging SEND needs escalating.

- Monitor ISO telephone line and email address and respond to calls, requests for support and emails.
- Provide bespoke professional advice, support and information to schools and settings on SEND processes and services using a strength based and restorative approach.
- Provide advice and guidance as to how school SEND staff can utilise new and existing support networks from within health, social care, third sector and the community to reduce the pressure on assessed services.
- Develop high level working knowledge of local SEND systems, support mechanisms and services from across education, health and care and communities.
- Support the Special Educational Needs and Disabilities Assessment and Commissioning Team (SENDACT) decision making process to coordinate alternative offers of support for schools.
- Support schools and settings to embed the Graduated Approach in line with internal guidance.
- Ability to “pick apart” complex SEND issues and identify the root cause accurately
- Identify what type of support is needed, from consultation/guidance work to more in-depth project work within a setting to upskill and enhance knowledge.
- Engage with schools to ensure that project work is implemented.
- Exercise a high degree of independence, initiative, and expertise in the daily running of the ISO by looking at ways to support schools/settings on an individual basis. Monitor and track their progress towards outcomes through follow up calls and further support if identified through project work.
- Lead on promotion of the service within a defined geographical area.
- Work indirectly with children within schools through the SENDCO varying in terms of complexity and difficulty, offering a strengths-based approach and being solution focused.
- Build positive, reciprocal relationships with educational settings, families, and key stakeholders (from across education, health, and care) across Kirklees.
- To assist the Local Offer (LO) Lead on the collection and analysis of feedback and data received on the Inclusion Support Offer and maintain mechanisms to collect feedback from stakeholders, ensuring that feedback is reported, monitored, analysed, and used for future service improvements.
- Ensure that safeguarding procedures are adhered to by recognising when it is appropriate to ensure schools/settings are following their specific school guidelines when a concern is shared.
- Deliver service briefings/presentations to schools/settings/services on the ISO role.
- Manage and deal with sensitive and confidential information in line with GDPR and ensuring accurate recording and storing.
- Manage competing demands through the ISO and prioritising workload.
- Contribute to the development of the Local Offer with constant relevant information.
- Research and build resource banks
- Deliver ongoing development of processes and ways of working to meet the needs of the ISO.
- Lead on delivering key SEND messaging and communications to schools which are focused on developing their SEND offer such as through the Local Offer website, social media platforms, forums, face to face meetings and seminars.
- With a flexible working approach, you will attend meetings, co-ordinate subgroups and contribute to project reports as directed by the Local Offer Lead.

- Keep up to date on all information and legislation relevant to the project and plan accordingly particularly regarding special educational needs and disabilities.
- Utilise high level critical and analytical thinking skills to understand a particular situation relating to SEND and consider the support and help that is available within that place-based community.
- Manage difficult conversations with key stakeholders adopting a relational strengths-based approach.
- Support key stakeholders to access, negotiate and co-ordinate with services and assets with the local community.

Position of job in organisational structure



Employee Specification

Knowledge, qualifications, skills and experience	Shortlisting criteria
Demonstrates effective and empathetic communication and influencing skills in relation to a range of complex and sensitive issues that target a wide range of stakeholders	Essential
High level working knowledge of SEND legislation and frameworks such as the SEND Code of Practice & the Children and Families Act 2014.	Essential
In depth working knowledge of the Graduated Approach, SEND Support and Quality First Teaching to the point of being able to deliver training, support and advice to educational professionals around SEND issues.	Essential
Demonstrate ability to analyse information and develop SMART outcomes	Essential
Level 3 qualification in a relevant subject or equivalent skills, knowledge and experience	Essential
Experience in developing good working relationships with key stakeholders.	Essential
A pro-active and creative approach to problem solving together with the ability to deliver solutions as well as analyse, determine and prioritise key actions.	Essential

Knowledge, qualifications, skills and experience	Shortlisting criteria
Effective use of ICT including MS Office, websites and social media	Essential
Commitment to ongoing CPD	Essential
Ability to manage a workload, meet deadlines whilst also maintaining a responsive service.	Essential
Awareness of safeguarding issues affecting young people	Essential
Accepts an enhanced DBS check is required. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.	Essential
Willingness to travel between locations, either on foot or using public transport. Possession of a driving licence and a car available for work may be desirable.	Desirable
Awareness of the issues of working in a political environment.	Desirable
Awareness of data protection legislation including GDPR	Desirable
Experience of managing emotionally challenging situations and information.	Desirable

Behaviours and expectations

The right behaviours and attitudes are as important to us as the skills you bring to the job. We expect all our employees to demonstrate the following behaviours:

- Positive
- Honesty
- Respectful
- Flexible
- Communicative
- Supportive

You will also promote and be a role model of the Council's expectations of a New Council Employee within the organisation. This role is at level 2. Find out more about [Council Behaviours and Expectations](#).

General information

See your responsibilities related to [Safeguarding](#).

This Job Profile is intended to provide an understanding and appreciation of the responsibilities of this particular job. It is not possible to specify every detail and we expect you to work flexibly within your skills, knowledge, experience and grade of this job.

For Office Use Only:

Job Category	Children Services	Grading ID	67490
Job ID	TBC	Last Updated	September 2022
Job Focus	No	Career Progression	No

Contractual Variants

DBS Category	Children	DBS Type	Enhanced
Health Check	No	Politically Restricted	No
24/7 working	No	Public Holidays	No
Night Working	No	Alternating Pattern	No
Standby	No	Other	No
Checked by HR	M Lunn		