

POST 16 – Send Officer

Job Description

Directorate:	Education & Children's Services		
Service:	Inclusion		
Location:	Lancashire, Countywide		
Salary range:	£36,363 - £40,777	Grade:	8
Reports to:	Team Manager	Staff responsible for:	0

Job purpose and scope

As a key member of Lancashire's SEND service, the Post-16 SEND Officer supports young people with special educational needs and disabilities as they move from Year 11 into further education, training and adulthood. The post holder manages a defined caseload and coordinates the Education, Health and Care Plan process for young people aged 16 to 25, with particular responsibility for phased transfers, annual reviews, consultations and placement planning.

The role requires excellent communication, organisational, analytical and report-writing skills, alongside the ability to build effective relationships with young people, families and professionals. Applicants will be able to demonstrate experience of working within education or with children and young people, using professional judgement to support positive outcomes. The post holder will apply and further develop their knowledge of the Children and Families Act 2014, the SEND Code of Practice: 0-25 years and associated statutory processes.

Working with young people, families, schools, colleges, training providers, health and care colleagues, the post holder will ensure plans are person-centred, outcomes-focused and support Preparation for Adulthood, including education and employment, independent living, community inclusion and health.

Performance Indicators

- Quality of advice and service against legal, safeguarding and best-practice standards.
- Achievement against service key performance indicators and statutory timescales.
- Quality, accuracy and timeliness of plans, records and casework.
- Effective management of Year 11 phased transfers and post-16 consultations.
- Customer and stakeholder feedback.
- Adherence to Council policies, procedures and quality standards.

Accountabilities/Responsibilities

The responsibilities below provide an overview of the scope and level of the role. They are not exhaustive, and the post holder will undertake other reasonable duties that support service delivery and organisational priorities.

Education Practice and Relationship Management

- Use knowledge and experience of education settings to build credible, constructive relationships with school and college leaders, SENCOs, pastoral staff, teachers, training providers and other professionals.
- Communicate clearly and empathetically with young people and families, explaining complex information in an accessible way and supporting meaningful participation in decisions.
- Work collaboratively with education, health and care partners, bringing together differing professional views to support coordinated and evidence-based decision-making.
- Provide advice, guidance and appropriate professional challenge to settings and partners regarding transition planning, provision and outcomes.
- Actively safeguard and promote the welfare of children and young people and embed inclusive, person-centred practice in all work.

Caseload Management and Year 11 Phased Transfers

- Manage a designated and varied caseload of young people aged 16 to 25 across multiple education settings, prioritising work and maintaining quality within statutory timescales.
- Lead and coordinate phased transfers from Year 11 into post-16 education or training, ensuring transition activity, consultations, placement decisions and amended plans are completed within required timescales.
- Work proactively with schools, colleges, training providers, young people and families to identify suitable pathways and support a smooth transition into post-16 provision.
- Monitor Year 11 transfer cohorts, consultation responses and placement progress, identify barriers or risks, and escalate concerns appropriately.
- Maintain complete, accurate and current case records, using tracking and monitoring systems to support case management, performance reporting and service planning.

Assessment, Planning and Review

- Synthesise, analyse and interpret assessment information, contextual evidence and professional advice to identify needs, outcomes and appropriate special educational provision.
- Write and maintain high-quality, accessible and person-centred Education, Health and Care Plans, ensuring needs, outcomes and provision are clear, specific and internally consistent.
- Coordinate annual reviews, amendments, reassessments and cessation activity so that plans remain relevant and responsive to the young person's circumstances, aspirations and progress.
- Attend person-centred planning and review meetings for allocated cases and contribute to more complex multi-agency meetings as required.
- Ensure young people's views, wishes and aspirations are central to assessment, planning, review and Preparation for Adulthood.

Post-16 Provision and Preparation for Adulthood

- Support progression towards further or higher education, training, apprenticeships, supported internships, employment and other appropriate pathways.

- Ensure planning considers the four Preparation for Adulthood areas: education and employment, independent living, community inclusion, and health.
- Assess information about proposed provision and placements, undertake consultations and prepare evidence-based recommendations for decision-making panels.
- Monitor whether provision is being delivered and remains suitable, raising or escalating concerns where required.
- Support effective information sharing at transition points, including links between children's and adult services where relevant.

Statutory Practice, Dispute Resolution and Quality

- Apply the Children and Families Act 2014, SEND Regulations 2014, SEND Code of Practice: 0 to 25 years, relevant post-16 guidance and local procedures to allocated casework.
- Complete statutory activity accurately and within required timescales, maintaining professional integrity and clear audit trails.
- Prepare structured reports, case summaries and documentation for panels, mediation, dispute resolution and tribunal activity, and represent the Local Authority where required and appropriate to the role.
- Contribute to audit, quality assurance, professional development and service improvement activity aligned with the SEND Improvement Plan and Inclusion Service priorities.
- Work with SEND colleagues to share information, promote consistency and support high-quality practice across the service.

Other

- **Equal Opportunities**
We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.
- **Health and safety**
All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.
- **Customer Focused**
We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.
- **Safeguarding Commitment**
We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.
- **Skills Pledge**
We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and numeracy if they do not have one already.

Our Values

We expect all our employees to demonstrate and promote our values:

- **Supportive**
We are supportive of our customers and colleagues, recognising their contributions and making the best of their strengths to enable our communities to flourish.
- **Innovative**
We deliver the best services we possibly can, always looking for creative ways to do things better, putting the customer at the heart of our thinking, and being ambitious and focused on how we can deliver the best services now and in the future.
- **Respectful**
We treat colleagues, customers and partners with respect, listening to their views, empathising and valuing their diverse needs and perspectives, to be fair, open and honest in all that we do.
- **Collaborative**
We listen to, engage with, learn from and work with colleagues, partners and customers to help achieve the best outcomes for everyone.

POST 16 – Send Officer

Person Specification

All the following requirements are essential unless otherwise indicated by *

Your ability to meet the job requirements will initially be assessed by the information provided on your application but further assessment will be undertaken at interview and, in some cases, by using other types of assessment(s).

Qualifications

- Professional and/or academic qualification, or equivalent experience
- A minimum of grade 5 in English and Maths at GCSE level or equivalent

Experience

- Experience of working with children, young people, families and/or the public
- Experience of working with partners - potentially in a multi-agency setting*
- Experience of working within special educational needs and disabilities*

Essential knowledge, skills & abilities

- A strong understanding of current SEND legislation, statutory guidance, and Lancashire County Council's policies and procedures, including safeguarding, inclusive education, and EHCP statutory requirements.
- Knowledge of services and support available across education, health and care sectors, and how multi-agency collaboration informs holistic assessments and effective provision for children and young people
- Ability to communicate clearly and empathetically with children, young people, families and professionals, using appropriate language and interpersonal skills to build trust and support co-production.
- Ability to identify and summarise key information obtained from a range of sources, that may not always present a coherent or consistent view to inform decision-making and plan development
- Proven ability to produce clear, structured and accessible reports, documents and case summaries that present complex information in a professional and reader-friendly format.
- Ability to manage a diverse caseload across multiple settings, prioritising tasks and meeting statutory deadlines while maintaining accuracy, quality and responsiveness.
- A flexible and solution-focused approach to work, with the ability to respond to changing needs, resolve issues creatively, and contribute to continuous service improvement.
- Competence in using digital systems and monitoring tools to track provision, maintain accurate records, and support data-informed decision-making and service planning*
- Ability to work effectively within a team and across services, building and sustaining partnerships with internal services and external partners to support inclusive and coordinated

POST 16 – Send Officer

service delivery

- Understanding of the activities and objectives of the Council

Other essential requirements

- Commitment to equality and diversity.
- Commitment to health and safety.
- Display the LCC values and behaviours at all times and actively promote them in others.
- This is an essential car user post
You will be required to provide a car for use in connection with the duties of this post and must be insured for business use. In certain circumstances consideration may be given to applicants who, as a consequence of a disability, are unable to drive