

Job Description

EHCP Transition Co-ordinator

|  |  |
| --- | --- |
| Job title: | EHCP Transition Co-ordinator |
| Reporting To: | ALS Management  |
| aREA: | Learning Support |
| Hours of Work: | Full time (36 hours per week, 52 weeks per year) |
| salary band: | PO1 |

|  |
| --- |
| **SUMMARY OF POST:** The role will be responsible for the coordination of the Education Health and Care Needs assessment process including the consultation and annual review of the EHCP for individual learners, and the active development of partnership working with parents, practitioners and young people to ensure effective delivery of service. The EHC Transition Coordinator will also be the contact point for parents, young people and SEND Caseworkers across our partner boroughs and will be expected to organise and attend meetings where required around EHC planning and transition requirements. The role will be responsible for ensuring that Individual Support Plans reflect the EHCP recommendations and for monitoring the progress made towards expected outcomes, by ongoing liaison with both teaching and support staff.  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Main duties, key tasks and responsibilities to:*** To coordinate Education Health Care Needs (EHC) needs assessment planning process for individual students and young people with special educational needs and disabilities.
* Manage the Annual Review process ensuring that timelines are adhered to by all staff involved in the Annual Review Process and provide training and support to both ALS and Curriculum staff.
* Actively develop partnership working with parents, practitioners, young people and other agencies to ensure effective delivery of the learning support service for High Needs students.
* Be responsible for a caseload and act as the EHC Case Officer in line with the Special Educational Needs Code of Practice and ensure that the statutory responsibilities and the Authority’s local policies and strategies are adhered to.
* To be the main point of contact for Local Authority SEND Teams, Parents and Young People regarding EHC Transitions and the EHC Needs Assessments.
* Work closely with the Local Authority SEND Team to organise and manage the Progress and Transition Review process.
* To work with Learning Support Assistants, Curriculum Team Leaders and other key college staff to ensure the completion of Termly Reviews and Progress Reviews, in line with LA guidance and timescales.
* Represent the College and the Learning Support Department at EHC Assessment meetings and CIN meetings as required.
* Work closely with feeder schools around the transition arrangements for students with SEND, including attendance at transition review meetings, managing the support for transition groups.
* Work closely with feeder schools, the Local Authority and the SEND Teams to ensure that EHCP Assessments have been received for those students where the College has been named as the Education Provider.
* Represent the College at events held by feeder schools around progression and transition of High Needs students and students with SEND.
* Provide advice, guidance and support to Senior LSP’s, learning Support Assistants, and Curriculum Staff regarding reporting requirements and evidence required to support funding claims for High Needs students.
* To work closely with the EHC Teams, Health and Care to ensure that recommendations set within the EHC Plan are implemented in a timely manner.
* Attend High Needs Board and keep up to date with funding reforms and requirements for High Needs students.
* Be aware of, work within and respond to national changes in policy, guidelines, regulations and legislation relating to SEND (Children and Families Act 2014 and SEND Code of Practice 2014) and reasonable adjustments (Equality Act 2010).

**Administration*** To assist the ALS/Inclusion Manager with the timetabling and allocation of staffing to students in receipt of Additional Learning Support, in accordance to the recommendations set within the EHC Plan or Learning Difficulty Assessment.
* Support the SEND Coordinator/Managers with auditing the on-line timetabling system for ALS, to ensure that the timetables are up to date and reflect any changes and work closely with the CIS Team to ensure that data is up to date relating to funding claims .
* Work closely with the Inclusion Manager and the Senior Administrator for ALS to ensure that funding for High Needs students and students in receipt of low level ALS is captured and the relevant paperwork completed in accordance with the ESFA and Local Authority Business Cycles.
* Work closely with the Senior Administrator for ALS to review and monitor procedures within the department for obtaining and recording information related to students both receiving and referral for additional support.
* Work with the ALS/Inclusion Manager and the Senior Administrator for ALS to create and maintain both electronic filing systems, maintaining a paperless working environment inline with college environmental strategies.
* Actively develop collaborative partnerships with the Curriculum Areas, to ensure that staff are aware of individual student needs and the recommendations to support them effectively.
* Provide Initial Interviews for High Needs learners and learners with low level support needs, provide advice and guidance on effective support strategies and obtain relevant evidence required for funding requirements.

**Safeguarding Children and Vulnerable adults*** Understand and comply with Safeguarding legislation and ensure that best practice is embedded in all working practices as required.
* Commitment to Safeguarding and promoting the welfare of children and vulnerable adults, ensuring that this commitment is demonstrated in all aspects of the role as appropriate.

**General** * Be aware of, and comply with, legislations/competence standards relevant to the work of the Directorate.
* Understand and comply with all college policies, including the Policy to promote Equality of Opportunity
* Assist as required during examination and enrolment periods.
* Be conversant with Health and Safety and Safeguarding requirements
* Participate in the Staff Learning and Development, Review and Appraisal Scheme.
* Undertake such duties and/or hours of work as may reasonably be required of you, commensurate with your grade and general level of responsibility, at your main place of work or at any other establishment for which the College provides services.

|  |
| --- |
| **Further Education is an ever-changing service, and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.** |

**Person Specification****EHCP Transition Co-ordinator**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How assessed?\* |
| Qualifications |  |  |  |
| Qualified to a good standard (minimum GCSE level or equivalent)  | **** |  | Cert/AF |
| Specialist qualification in aspects of SEN (inc. ASD, SPLD) |  | **** | Cert/AF |
| Knowledge, Skills and Experience |  |  |  |
| Knowledge of the Children & Families Act and the SEN and Disability Code of practice 0-25 years and associated regulations | **** |  | AF/IV |
| Evidence of sound knowledge of effective support and intervention strategies for learners with SEND | **** |  | AF/IV |
| Experience of drawing up individual action plans, monitoring their implementation and making adjustments relating to pupil progress or changes in circumstances | **** |  | AF/IV |
| Experience of working collaboratively with parents and colleagues  | **** |  | AF/IV |
| Experience of working with external professionals e.g. Local Authorities, Schools, Specialists  | **** |  | AF/IV |
| Experience of chairing Annual Reviews, the completion of Annual Review paperwork and the completion of High Needs forms | **** |  | AF/IV |
| Advanced working knowledge of Microsoft Office e.g. 365, Excel | **** |  | AF/IV |
| Experience of manging excel databases including formula | **** |  | AF/IV |
| Experience of attending mulit-agency meetings and meetings with parents/carers and young people | **** |  | AF/IV |
| Experience of making assessments of children and young people to identify individual needs |  | **** | AF/IV |
| Sound and robust understanding of ESFA and Local Authority Additional Learning Support Funding arrangements |  | **** | AF/IV |
| Ability to assess and plan support packages for learners with a wide range of additional support needs |  | **** | AF/IV |
| An understanding of the Equality Act 2010 and the SEND Code of Practice | **** |  | AF/IV |
| Other Skills/Attributes |  |  | AF/IV |
| Strong organisational skills with an ability to manage a varied workload and meet deadlines | **** |  | AF/IV |
| Ability to communicate complex issues in a clear and effective manner with a wide range of stakeholders and to advise, persuade, influence and be assertive as appropriate | **** |  | AF/IV |
| Ability to communicate effectively, considering the views of others, including effective verbal and written communication and excellent presentation skills | **** |  | AF/IV |
| Able to form and maintain appropriate relationships and personal boundaries with young people | **** |  | AF/IV |
| Ability to develop positive, collaborative working relationships with teaching teams, parents and external partners | **** |  | AF/IV |
| A commitment to inclusive education and a willingness to respond to the needs of all learners | **** |  | AF/IV |
| Willingness to adopt new working practices, implement and adapt to change | **** |  | AF/IV |
| A willingness to undertake additional training offered at the College | **** |  | AF/IV |
| A positive, ‘Can Do’ attitude | **** |  | AF/IV |
| Emotional resilience in working with challenging behaviours and appropriate attitudes to use of authority and maintaining discipline | **** |  | AF/IV |
| Ambition, energy, enthusiasm, determination and drive to develop your role | **** |  | AF/IV |
| Reliability, professionalism and integrity | **** |  | AF/IV |
| Be able to demonstrate an understanding of equality of opportunity and have practical ideas on how to implement it | **** |  | AF/IV |
| Excellent working knowledge of IT including MS Office | **** |  | AF/IV |
| Knowledge of assistive software and adaptive technology  |  | **** | AF/IV |
| Understanding of Safeguarding Legislation and its application within the educational sector | **** |  | AF/IV |
| Commitment to Safeguarding and promoting the welfare of children and vulnerable adults | **** |  | AF/IV |
| Able to work flexibly, including evenings and weekends in term time | **** |  | IV |
| Able to work overtime at short notice on occasions, and take most annual leave around business need e.g. not during enrolment/late August to end of September | **** |  | IV |

\*Evidence of criteria will be established from: AF = Application Form IV = InterviewT = Test at interview stage Cert = Certificate (checked at interview stage) |