**POST TITLE: EHCP Coordinator**  **A5413**

**LOCATION/BASED: MAT offices, North Gosforth Academy**

**GRADE: N6**

**RESPONSIBLE TO: SENDCOs / Principals / Executive Director of Education**

**CORE PURPOSE: To be responsible for a caseload of students, supporting schools through the Education Health and Care Assessment Process.**

**MAIN DUTIES & KEY RESPONSIBILITIES**

1. Communication - Act as a central point of internal & external communication for the SENDCO as part of the EHCP process. Respond to key stakeholders in a timely and professional manner. Liaise and build effective relationships with relevant key stakeholders both within and outside the Trust, ensuring smooth cross-functional working and building strong networks. Liaise with external agencies on a regular basis.
2. Organise and facilitate meetings - Ensure teachers have completed relevant work towards the reviewing of pupils’ progress over the year and setting appropriate and meaningful EHCP objectives for reviewing by parents/carers. Ensure teachers are reminded, with good time, to complete the necessary reviews of progress and ensure they feel supported to complete the tasks required of them. Co-ordinate internal/external meetings as required and being responsible for all changes associated with rescheduling meetings. Book rooms/venues and organise room set up; AV equipment as required. Attend selected meetings to take minutes of the EHCP reviews, following up action points as required. Prepare, collate, and distribute reports and ad hoc documents for distribution ahead of, or at meetings. To be part of a team of staff to effectively support all pupils in order to achieve their potential, by providing a positive link between home and school. To develop effective working partnerships with outside agencies and providers to ensure effective levels of support to maximise pupil engagement and progress. Be responsible for the preparation, maintenance and control of materials and resources.
3. To support the SENDCOs with the production of high quality and person centered Education, Health and Care Plans that are produced and reviewed in accordance with the Section 19 principles of the children and Families Act 2014, within statutory timescales and in accordance with the SEND Regulations 2014 and the SEND Code of Practice: 0-25.
4. Support student transition into other specialist units, classes or schools for pupils with special educational needs. Use the most recent and up to date forms and processes for the completion of SEND EHCP paperwork.
5. Provide complex and extensive calendar and diary management support for EHCP procedures Communicate regularly with the SENDCO to discuss future engagements, invitations and other requests regarding the EHCP reviews. Ensure the Trust’s systems for recording, storing and accessing pupils’ EHCPs is consistent and accessible for Trust staff.
6. Be proactive, keeping abreast of the EHCP paperwork and taking steps to alleviate issues where possible.
7. To support the SENCO and colleagues in the identification of ‘at risk’ pupils.
8. Where necessary, support other areas of the department’s work within the organisation.

**GENERAL RESPONSIBILITIES**

1. To promote and safeguard the welfare of children and young people you come into contact with.
2. Demonstrate the vision and values of the Trust in everyday work and practice.
3. Maintain a positive view of change and be prepared to adapt the role as the Trust grows, matures and evolves.
4. To develop and maintain effective relationships with staff, pupils, parents, Trustees, local Governors, local businesses, and stakeholders.
5. Attend out of hours events as reasonably required.
6. Take responsibility for your own continuing professional development.
7. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
8. Carry out duties in line with the Trust’s Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.

**OTHER**

The above duties are not exhaustive and you may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to you by the Trust.

It’s important that this document is kept up to date, so that everyone knows exactly what is expected of them and misunderstandings are avoided. This job description will be kept under review and may be amended via consultation with the individual and Trust as required. **PERSON SPECIFICATION**

**POST TITLE:**

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| --- | --- | --- |
| **SKILLS, KNOWLEDGE AND APTITUDES** | **ESSENTIAL** | **DESIRABLE** |
| Excellent communication skills – both oral and written with an empathetic approach to the impact of SEN on children and their families | **x** |  |
| The ability to support and challenge other colleagues by providing specialist knowledge, advice and guidance | **x** |  |
| To empathise with others and enable them to find ways forward in difficult situations displaying negotiation, conflict resolution and influencing skills to bring about the desired outcomes to meet the needs of pupils with SEN | **x** |  |
| A sound working knowledge of the needs of children/young people with complex special educational needs and disability and those with complex health needs and the agencies involved with SEND | **x** |  |
| Able to work under pressure with competing demands | **x** |  |
| Relevant Education Acts and in particular the 2014 Children and Families Act, procedures for statutory assessment and placements of children/young people with special educational needs, SEN Code of Practice, National Exclusions Guidance, The Equality Act 2010, understanding of alternative educational provision and the supporting legal frameworks |  | **x** |
| **Qualifications / Training** | **ESSENTIAL** | **DESIRABLE** |
| Excellent oral and written skills, adaptable for a range of audiences, requiring a high level of inter-personal skills and communication competencies, including advocacy, coproduction, conflict and dispute resolution | **x** |  |
| Evidence of a good level of IT and computational skills | **x** |  |
| Educated to a Degree level |  | **x** |
| Professional Qualification in SEND |  | **x** |
| **EXPERIENCE** | **ESSENTIAL** | **DESIRABLE** |
| Experience of case management and multi-agency working | **x** |  |
| Experience of working in the field of SEN and Inclusion with children and families, monitoring off site education | **x** |  |
| Experience of sharing specialist knowledge with colleagues in order to support their practice | **x** |  |
| **PERSONAL QUALITIES** | **ESSENTIAL** | **DESIRABLE** |
| Adaptable and versatile in coping with unexpected | x |  |
| Able to form effective working relationships | x |  |
| Ability to cope with a physically and emotionally challenging job | x |  |
| A commitment to child protection and safeguarding. | ✓ |  |
| **SPECIAL REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** |
| Willing and able to travel to academies across the Trust and to flex working hours to attend and support meetings and events that are appropriate to the role. | ✓ |  |
| Willingness to undertake further training (if necessary) | ✓ |  |
| Satisfactory Enhanced DBS clearance with a Childrens Barred List check. | ✓ |  |
| Medical clearance. | ✓ |  |
| Minimum of 2 references which are satisfactory to the Trust. | ✓ |  |
| Evidence of qualification certificates. | ✓ |  |
| Evidence of Right to work in the UK. | ✓ |  |
| Full UK driving license and access to a car during working hours. |  | ✓ |

***The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.  The Trust is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.***