



St Paul's School

Job Description

Job Title: Educational Health and Care (EHC) Plan Co-ordinator and Post 16 Transitions Officer

Job Purpose: To co-ordinate EHC reviews in line with the SEN code of practice. You will need to have exceptional communication skills to include both verbal and written and a confident ability to liaise with various key stakeholders to ensure EHCP reviews are carried out in a timely, supportive and professional manner. To also oversee post 16 transitions to ensure pupils and families and carers are supported through this process and successful outcomes are achieved.

Salary: £11.81 per hour

Hours of work: 17.5 hours per week (days/times to be arranged) Term Time Only

Duties and responsibilities:

All staff employed by the Trust have an individual responsibility for promoting and safeguarding the welfare of the pupil/young people and vulnerable adults that they are responsible for, or come into contact with.

1. To follow the School's Safeguarding procedures to ensure pupils are safe whilst in school
2. Under the direction of the Senior Leadership Team and using detailed knowledge of SEN and advanced specialist skills:
 - Oversee and implement the requirements for reviewing education, health and care (EHC) plans
 - Providing staff with the relevant information from EHC plans to support learning and target setting
 - Liaise with relevant staff to ensure EHC reviews are planned and relevant information collated prior to the meeting
 - Co-ordinate EHC review meetings to ensure relevant professionals have been informed of the date and time of the review.
 - Work independently to ensure EHC reviews are updated within specified timescales.
 - Develop strong external links with relevant stakeholders to include SENAR, Children's Trust, parents / carers / pupils.
 - Create a positive working relationship and environment conducive to effective learning for pupil with SEN
3. To co-ordinate the post 16 transitions process
 - Working with SENAR to ensure relevant paperwork is completed and returned within given time scales
 - Liaise with pupils / parents / carers to complete relevant paperwork
 - Co-ordinate and support pupils and families / carers in applying for post 16 provision
 - Visit post 16 provision with pupils to support accordingly
 - Ensuring successful outcomes from all post 16 applications
 - Contribute to the overall ethos of the school acting as a role model and setting high expectations.
 - Participate in training, other learning activities and performance development as required
 - Attend and participate in relevant meetings as required
 - Provide positive and supportive feedback to pupils and parents / carers
 - Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection
 - To contribute to the progress of pupils by giving positive encouragement.

- To assist with Community and school events as appropriate, and with school visits, field trips and residential visits as appropriate.
- To participate in the Trust's performance management scheme.
- To undertake personal professional development and training as appropriate.
- To provide information, advice and guidance as appropriate.
- To participate in the supervision process including the Probationary Review.
- To undertake any other duties commensurate with the role and responsibilities of the post as agreed with your Line Manager.

Safeguarding

St Paul's School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by St Paul's Community Development Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

Supervision received: Appropriate senior member of staff.

Supervision exercised: Pupils, trainees, volunteers

Person Specification

MOA	A	I	T
Method of assessment	Application form	Interview	Test

CRITERIA	ESSENTIAL	MOA	DESIRABLE
EXPERIENCE/ KNOWLEDGE	Knowledge of the SEND Code of Practice	A/I	Experience of work in a voluntary or community Agency
	Knowledge of the EHCP review process	A/I	
	Experience of working within an educational setting	A/I	
	Ideally, at least 3 years practical experience of supporting pupils with learning and behavioural difficulties, working from and evaluating the progress of pupil against IEP targets	A/I	
	Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection	A/I	
	A good understanding of child development and learning processes	A/I	
	Knowledge of post 16 provision and opportunities available	A/I	
SKILLS AND ABILITIES	Excellent administrative skills	A/I/T	
	Exceptionally well organised and able to work independently	A/I	
	Firm and friendly approach to young people with challenging behaviour	A/I	
	Ability to establish positive relationships with pupils and empathise with their needs	A/I	

	Ability to establish positive relationships with key stakeholders	A/I	
	Ability to consistently and effectively implement agreed behaviour management strategies	A/I	
	Ability to work within and apply all school policies e.g. behaviour management, Child Protection, Health and Safety, Equality	A/I	
QUALIFICATIONS & TRAINING	Minimum NVQ Level 3 or equivalent	A/I	Relevant additional qualifications e.g. First Aid, Health & Safety, etc.
	GCSE Grade A-C English & Maths (or L2 equivalent)	A/I	Knowledge of GDPR
	Willingness to undertake Continued Professional Development	I	
EQUALITIES	Understanding of, and commitment to equality of opportunity and the ability to apply this	I	
PERSONAL QUALITIES & ATTRIBUTES:	<p>The successful candidate must have:</p> <p>a) The ability to communicate effectively in standard English (attributes)</p> <p>b) A sense of humour</p> <p>c) The ability to work independently and as part of a multidisciplinary team</p> <p>d) High expectations of themselves and the work completed</p> <p>The successful candidate must be able to:</p> <p>a) Smile when things don't go quite according to plan</p> <p>b) Form effective, positive and supportive relationships with pupil, staff and parents/carer and external agencies.</p> <p>c) Motivate pupil who have put up barriers to learning</p> <p>d) Work constructively as part of a team and be willing to share their knowledge and experience with other members of the support team</p> <p>The successful candidate must be:</p> <p>a) Passionate about raising standards for pupils with SEN</p> <p>b) Calm and patient with pupils</p> <p>c) Flexible and creative in their thinking and practical work</p> <p>d) Willing to constantly improve their own practice/knowledge through self-evaluation and learning from others</p>	I	