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Job Description

**Primary Business Unit:** Children Services

Job title: EHCP Administrator

**Reports to:** Senior Leadership

**Main purpose of the job**

To provide effective administration and organisation, ensuring that EHCP Annual Reviews are held in a timely manner in accordance with statutory legislation.

To manage the Education Health and Care Plan (EHCP) process for all students across the school. In addition to liaison with parents/carers and external stakeholders regarding the review.

**Specific Responsibilities**

To lead the provision for co-ordination of all students’ EHCP Annual Reviews.

* Manage the administration of EHCP review processes by ensuring a high-quality administration system for supporting and tracking EHCP processes
* To chair EHCP meetings, keeping accurate records of meetings and discussions with parents and outside agencies, where appropriate
* Work with the leadership team, teaching team and other staff to ensure that pupil and parent views are used to set subject- specific targets, appropriate to individual pupils’ needs.
* To quality assure the paperwork, ensuring that the school is compliant with the SEND Code of Practice.
* To work with the careers lead to ensure moving into adulthood plans for year 9 learners.
* To coordinate the annual reviews including room and car park booking, invites, contributions sought, facilitating review meetings, completing all documentation and ensuring that all is completed by the Local Authority deadline.
* To support the provision of SEND, including EHCP and annual review processes, promoting cultural capital and preparation for adulthood.
* To ensure learners’ records are kept up to date and accurate and to provide data and reports as and when required.
* To stay abreast of funding eligibility criteria and support the leadership team in ensuring all relevant fees and premiums match provision effectively.
* To liaise with and inform parents/carers about the specifics of the EHCP annual review for their children
* To offer advice and support to staff in relation to the annual review and EHCP process.
* To support the process of access arrangements in liaison with the Examinations Officer.

**General Responsibilities**

* Attend work reliably and punctually
* Receive and respond promptly and appropriately to spoken requests over the telephone or in person and to verbal and/or written instructions
* Play a full part in building good relationships with other staff and students and with parents/carers and external bodies, communicate effectively and maintain professional boundaries
* Have a thorough understanding of autism and treat students with dignity and respect and to be aware of the vulnerability of students at the school
* Promote the safety and wellbeing of children and young people
* Ensure that the School’s Child Protection and Safeguarding Policies and Procedures are promoted within the school and adhered to by all members of staff
* Be observant and do everything possible to protect students and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes the need to report any incident of this type that you witness or hear about
* Contribute to good communication by

1. checking email, notice board, and diaries every time you are on duty to check for information you need to know;
2. attending meetings as required and;
3. making sure you inform other people of things that are likely to be useful to them in their jobs

* To participate fully in the school’s supervision and appraisal system in relation to your own professional development; to assist in the formal supervision and support of other staff members and to actively undertake supervisions and appraisals within appropriate time scales for those staff for whom you have line management responsibility.
* Be familiar with and put into practice all school policies and procedures
* Attend all in-service training courses as required in order to promote personal and professional development and to take part in a positive manner. Some training courses may be outside normal working hours
* Identify areas for personal development and actively seek ways in which to meet these.
* Take personal responsibility and act within the spirit, principles and values of the Charity

**Child Protection**

This role will involve unsupervised contact with students; and in the context of his/her employment the member of staff will frequently be in the presence of students and will therefore have to have appropriate levels of training in child protection and safeguarding.

* All members of staff must comply with the School’s Child Protection and Safeguarding Policies and Procedures which are made available to all new staff at commencement of their employment. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety and welfare of our students, these concerns must be reported immediately in accordance with the policy.

**Confidentiality**

You will be expected to maintain confidentiality for all aspects of Autism Anglia, its students, staff and its work. The nature of the work entrusts people with confidential information about children/young people, their families/carers and staff. Any breach of this confidentiality will constitute gross misconduct.

This job description reflects the present requirements of the post. It may be necessary to review the job description as the school develops. Any significant changes to the duties and responsibilities outlined will be introduced in consultation with the post holder.

Signed: …………………………………………… Date: …………………………….

(Post Holder)

**Person Specification**

**Education and qualifications**

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| **Essential** | **Desirable** |
| GCSE English and Maths at C grade or above or equivalent. | Other professional development in the area of SEND |
| Qualified to at least level 3 in a relevant discipline. | Up to date Safeguarding Training |

**Knowledge and Experience**

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| **Essential** |
| Experience of working with children across a range of key stages (EYFS, KS1, KS2, KS3, KS4 and KS5). |
| Knowledge and understanding of how children learn |
| A sound grasp of the concept of inclusive practice |
| A good knowledge of the SEND Code of Practice |
| Experience of working closely with parents in successful home-school partnerships that support pupils’ needs |
| Knowledge of issues relating to equal opportunities |
| Knowledge of current educational issues |

**Professional Skills and Abilities**

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| **Essential** |
| Skilled at making and sustaining positive relationships with children |
| Able to stimulate children’s interest in learning |
| Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure |
| Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND |
| Skilled at developing children’s self-esteem and motivation so that they become resilient, independent learners |
| Capable of supporting the planning intervention work, assessing the needs and achievements of children and maintaining appropriate records |
| Able to work closely with the wider school community in the development of provision for pupils with SEND |
| Able to foster effective relationships with parents, communicate with them and encourage their active participation in their child’s education |
| Excellent written and oral communication skills and confidence navigating IT systems. |

**Personal Skills and Qualities**

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| **Essential** |
| Commitment to ensuring the safety and welfare of children |
| Uphold and promote the ethos and values of the school and Autism Anglia |
| Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school and Autism Anglia |
| Ability to work under pressure and prioritise effectively |
| Always maintain confidentiality |
| Commitment to equality |