Capel Manor College

EHCP Coordinator

Job Description & Person Specification









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JOB DESCRIPTION & PERSON SPECIFICATION

JOB DESCRIPTION

Post	EHCP Coordinator
Scale	Business and Learning Support
Grade	Scale 6 Points 23-25 + Market Supplement
Responsible to	Learning Support Manager
Location	Enfield/Cross College
Contract	Fixed Term, Term Time Only

Key Responsibilities:

The key responsibility of the EHCP Coordinator is to assist the Learning Support Manager and the College in its response and compliance to the statutory duty placed by Government legislation including the SEN Code of Practice. In doing so, you will have responsibility for the identification of prospective EHCP students or those requiring additional funding, supporting the transition arrangements of those students into Capel Manor College and monitoring the progress & quality of the learner experience. You will be supporting the transition of EHCP students and those with additional funding within the College and their exit when appropriate. The EHCP Coordinator will also provide appropriate direct and indirect intervention to support, advise and signpost students, staff, families and advocates to support retention, success and each learner's aspirations. The coordinator will support, and chair, as directed, annual EHCP reviews including the preparation, writing, creation and communication of related paperwork within statutory deadlines.

Responsibilities:

1. To be a point of contact of information, advice, guidance and support to Capel Manor College staff, learners and their advocates regarding education, health & care plans, additional support requirements and reasonable adjustments
2. To stay informed of and communicate SEND related information confidently, articulately, professionally and clearly (verbally & non-verbally) with prospective and current students, staff, families, visitors, advocates, any external professional who may themselves have varying degrees of disability, difficulty or impairment
3. To support the transition arrangements of learners that have EHCPs and/or have been identified as requiring additional funding to include, but not limited to:
    a. Providing initial contact to accurately identify needs either internally or externally e.g. at feeder schools
    b. Providing additional familiarisation sessions as appropriate
    c. To work closely with colleagues to signpost learners to services that can support their transition into the workplace or higher education
4. To respond appropriately to the declarations of students by identifying, assessing and reporting their special educational needs and LLDD
5. To support the management team in responding to Local Authority EHCP consultations
6. To work to support the college delivery by identifying, recording, communicating and recommending reasonable adjustments.
7. To ensure that relevant colleagues are aware of EHCP outcomes of students so that delivery staff can modify their planning and delivery as appropriate, and that appropriate support is allocated.
8. To signpost SEND students and staff to alternative means of internal or external financial, equipment, technological and service-related support to enhance their learning experience and transition arrangements
9. To monitor the progress of EHCP students with regards to their academic and non-academic experience directly, by firsthand observation and questioning, and indirectly using witness testimonies and college records. Providing appropriate intervention to ensure a successful outcome
10. To work with staff and external professionals at meetings involving prospective or current EHCP learners to support positive outcomes, including but not limited to:
    a. Parents evenings
    b. Welcome events
    c. Interviews
    d. Taster days
    e. Investigative/disciplinary meetings

    f. PEP reviews
    g. CAFs
    h. Annual EHCP reviews
11. To contribute towards the preparation, delivery, recording and communication of EHCP reviews in accordance with statutory deadlines. The EHCP Coordinator will chair annual reviews as directed
12. To ensure that the College's database, ProMonitor & Vital, accurately reflects learner's SEND and EHCP outcomes, set up appropriate cohort groups to support effective tracking and monitoring
13. To champion the aspirations of students and college policy with regards to the promotion and implementation of Equality & Diversity by publicising and supporting awareness raising and training events to college prospective students, current students and staff

General Responsibilities:

1. Promote and implement all College policies, particularly those which refer to health & safety, equality of opportunity and Safeguarding young people and vulnerable adults
2. Participate in College programmes of staff appraisal and continuing professional development
3. Develop effective working relationships internally and with external partners
4. To operate at all times in line with the College's values and behaviours
5. Undertake other duties as may reasonably be required in the interests of the efficient functioning of the College

PERSON SPECIFICATION

Qualifications

- Possess a Level 2 qualification in English and Maths or a willingness to achieve within a specified period
- Evidence of continuous professional development
- Qualification or experience in specific learning difficulties and disabilities
- Qualification in SPLD, SALT or ASD would be desirable

Experience

- Experience working in an educational setting
- Recent and demonstrable experience of working with people with SEND
- Experience of managing a pressurised and demanding role
- Experience of working with young people and adults from a variety of age ranges within the FE sector or other institution (education, healthcare and social services)
- Ability and willingness to travel to meet business requirements.

Skills, Abilities and Knowledge

- Knowledge/understanding of the SEND Code of Practice and Education and Health Care Plans
- Ability to motivate and work as a team, as well as independently whilst using own initiative
- The ability to analyse complex information and utilise this information to support business needs
- Sound administrative skills
- Effective communication/organisation skills

Other Factors

- An understanding of and commitment to safeguarding young people and vulnerable adults
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people/vulnerable adults
- Emotional resilience
- The ability and determination to promote equality, diversity and inclusion throughout all aspects of College life, including employment and service delivery
- Should the position involve regular driving, a clean driving licence is required