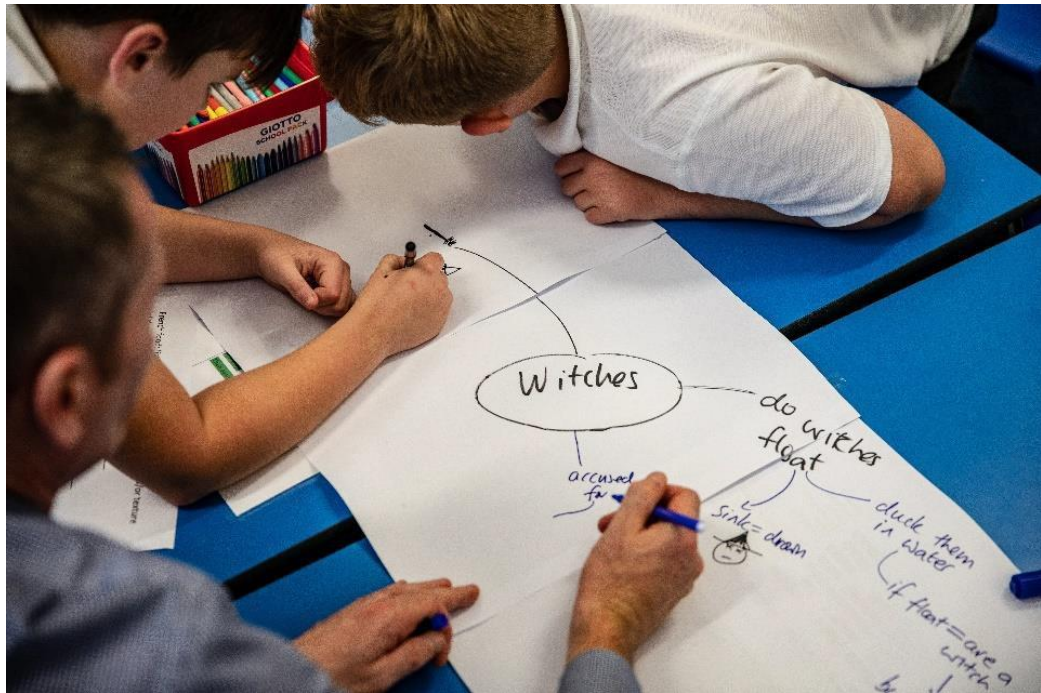




**MacIntyre
Academies**



EHCP Co-Ordinator and Exams Officer

Venture Academy, Henley-in-Arden, Warwickshire

Recruitment Pack

Recruitment Advertisement

EHCP Co-Ordinator and Exams Officer

Job Title:	EHCP Co-ordinator and Exams Officer
Ref:	000000238
Closing Date:	12 th July 2024
Reference No:	VA1
Location:	Venture Academy, Henley-in-Arden, Warwickshire
Salary:	£23,587.47 - £28,304.96 (C22 – D28); Actual £16,299.48 - £19,559.37 Plus Special School Allowance £750 per annum (Pro rata)
Hours:	30.4 hours per week; 8:30am – 4:30pm 4 days a week or 9:00 – 3:30pm 5 days a week (can be flexible on hours) Term time only
Start Date:	TBC
Interview Date:	TBC

About Us

Venture Academy based in Henley-in-Arden joined MacIntyre Academies Trust in September 2020 catering for pupils in years 5-11 (ages 9-16) who may have Social, Emotional and Mental Health Difficulties and/or Diagnoses of Autism or an associated condition.

MacIntyre Academies' mission is to become a leading Special Academy Trust that provides outstanding outcome-focused state education by promoting high aspirations, empowering parents as partners and successfully equipping every child for adult life. We currently have 4 Academies, 3 in Warwickshire and 1 in Oxford.

MacIntyre Academies benefits greatly from its sponsor MacIntyre, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

The Role

We are looking for a EHCP Co-ordinator and Exams Co-ordinator to join this exciting school, this is a really exciting opportunity to be part of something very special from the start.

Our EHCP Co-ordinators are vital to the success of our schools. They co-ordinate the EHCP process ensuring service standards, performance outcomes and statutory requirements are met. Ensuring all communications and contacts with pupils, carers and other agencies are proactive, supportive, timely and constructive whilst maintaining confidence at all times.

As Exams officer, you will work closely with the Senior and Middle Leaders at the academy to ensure the efficient administration and implementation of external exams and data collection.

You will be working to support children, young people, and their families at Venture Academy.

About You

Are you committed to person centred approaches? Want to support families and young people to have a powerful voice? Value the importance of a person centred transition and curriculum? Have ambition for young people?

We are looking for applicants who have an outstanding track record in promoting and delivering person centred education and support for children and young people who have social, emotional and mental health needs and/or Autism.

You will be able to work flexible hours including evenings and weekends (as and when required). It is also desirable for the post holder to be able to drive and have access to their own transport.

Benefits

In return, we can offer you a competitive salary, plus a MAT Life Day and local government pension scheme. We have an enhanced Sick Pay policy. We have an excellent Employee Assistance Programme to support

your health and wellbeing as well as free flu jabs, full induction, training and career opportunities. This is on top of termly You Are Awesome awards, an annual Big Thank you day and whole trust CPD Day.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to children and is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide: DBS filtering guide - GOV.UK (www.gov.uk) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding Policies for our Academies can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.

In line with the update to KSCIE 2022 MacIntyre Academies will carry out an online search of the candidate once the shortlisting process has been completed as part of their due diligence. This may involve a google search of the candidate's name, looking at the top three search results over the past three years. If any incidents or issues are identified that are publicly available online this will be explored with the candidate at interview stage.

*Salaries are based on Full-Time-Equivalent and are pro-rata for part time roles. Salaries are dependent on experience with option of additional hours through the extended school provision.

Information for Candidates

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps.

You must also ensure you complete the section relating to previous criminal convictions and sign the application form.

Pre-Interview checks /References

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer.

References will be obtained if you are short listed for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on your suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school may conduct a social media check on applicants invited for interview.

Interviews

You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the school's team. Full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.

Equalities

Venture Academy is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.



Our Vision and Ethos

We believe all children and young people, regardless of disability or difficulty, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf. Therefore, our aim is to deliver an 'outstanding' school with outstanding outcomes. Our school welcomes the involvement of families, keeping education individualised to each child/young person. Venture Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalised education and positive behaviour support. It will continue to evolve according to local needs.

Venture Academy is delivered in close partnership with Warwickshire County Council and South Warwickshire Academy Trust to establish solid partnerships with all local stakeholders to ensure we provide innovative and child centred education to local children/young people and their families. Many of the children and families may have struggled to access facilities and services successfully due to the complex needs of their children or other factors and it is anticipated that Venture Academy will extend the breadth of appropriate local services. By understanding and responding to the current and future requirements of local young people, our aim is that the academy will be a center of excellence within Warwickshire, with a national reputation.

The main aims of the Academy are to:

- Improve outcomes and life chances for children and young people;
- Raise aspirations of both students and staff aspirations for their students;
- Support children back into mainstream schools where appropriate;
- Ensure better transitions, destinations and opportunities after school;
- Accelerate progress in literacy, numeracy as well as a broad and balanced curriculum;
- Operate a school which is environmentally sustainable and financially secure;
- Strengthen community cohesion by being a keystone within the local community;

With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is motivational and will make connections. Learning is practical, will feel 'real' and relevant and builds on young people's strengths. To achieve this, learning happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects young people access a broad and balanced curriculum including developing the literacy and numeracy skills which will help them to succeed in their adult life.

Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being active, contributing positively to their school and local community, broadening experiences and learning to understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the child or young person to engage in education. We believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. Venture Academy supports students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, are trained to support children to develop positive behaviours and develop strategies to manage their own behaviour positively. Good behaviour and attendance are a direct outcome of positive attitudes to learning - importantly, our vision is for all children and young people to enjoy attending school.

EHCP Co-ordinator and Exams Officer

Job Description

Reporting to

Assistant Principal

Purpose:

To co-ordinate the EHCP process ensuring service standards, performance outcomes and statutory requirements are met. Ensure all communications and contacts with pupils, carers and other agencies are proactive, supportive, timely and constructive maintaining confidence at all times.

Key Responsibilities and Duties:

1. Co-ordination of annual reviews including preparation of paperwork, liaising with internal and external stakeholders, parents and carers
2. Ensure meetings are booked in a timely fashion, attend meetings and draft minutes/update EHCP documentation
3. Submit paperwork within designated statutory time frames.
4. Co-ordinate receipt of all paperwork from internal and external stakeholders in a timely fashion prior to the annual review meeting.
5. Administer and organise all aspects of external and internal exams
6. Ensure all exams policies are in place and reviewed in a timely manner
7. Work with the Assistant Principal to ensure results data is submitted promptly and accurately
8. Resolving exam clashes and making appropriate provisions for students within the Joint Council for Qualifications (JCQ) guidelines
9. Resolving, checking, sorting and securing external exam papers as they arrive
10. Making sure exams are conducted to JCQ standards
11. Managing the distribution of exam certificates
12. Ensure all written correspondence and documents are accurate and well structured, reflecting local and national requirements, including SEN legislation, and is sensitive to the perspective of the recipient.
13. To ensure electronic case files are well maintained to agreed quality standards and confidentiality in line with the General Data Protection Regulations (GDPR).
14. To accurately record, input and maintain records on a database as required.
15. To prioritise and manage workloads to ensure all reviews are managed within agreed timescale
16. To understand the SEND Code of Practice and work within the legislative framework.
17. To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School's Safeguarding and protection issues, procedures and guidelines and to adhere to them.
18. To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
19. To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
20. To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

Training Required:

- Prevent
- Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
- Code of conduct
- Accident Reporting
- GDPR – Data protection Essentials 2019
- GDPR – Information & Security
- KCSIE (Not working directly with children)

- KCSIE annual update
- Health & safety Essentials & Basics
- Equality & Diversity
- Fire Awareness in Education
- Mental Health Awareness
- Stress Awareness
- Slips, Trips & Falls
- Display Screen Equipment
- Risk Assessment
- Manual Handling
- Conflict resolution

EHCP Coordinator Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • A good working knowledge of legislation in respect of Special Education Needs and Disabilities and knowledge of the educational system • Educated to A level standard or equivalent, as a minimum, with GCSE's at Grade C or above in English and Mathematics or relevant training. • Awareness of principles of data protection and confidentiality • Experience of working within an SEN setting in schools or a Local Authority • An understanding of and empathy with the issues facing children/young people with special educational needs and disabilities and their families. • Experience of working with Microsoft 365 including MS Teams and MS Office (word, excel etc) 	<ul style="list-style-type: none"> • Thorough knowledge of the services and agencies which might be involved in EHC assessments. • Experience of working with parents and families
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • High level of verbal and written communication in a variety of situations including face to face, telephone and meetings • Excellent attention to detail • Highly organised and able to manage time efficiently • High level of personal resilience and the drive to see tasks through to a successful outcome • Able to manage oral and written negotiations sensitively and appropriately • Methodical approach • Ability to relate effectively to parents, professionals and colleagues • Ability to work independently and on own initiative, requiring minimal supervision • A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences. • A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy. 	

MacIntyre Academies Trust
Support / Care Role Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
Respecting and Understanding Others	<ul style="list-style-type: none"> Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. Treats children and young people we support and colleagues with respect, dignity, honesty and equality. Adapts their working style and level of support to an individual's needs or wishes. Works cooperatively with colleagues and assists when they need support. Values the different contributions that people can make within a team. 	<ul style="list-style-type: none"> Is self-aware Has empathy, humility and kindness Is approachable and quickly gains rapport with people Treats others with respect Shows and promotes positive behaviours Discourages and challenges negative behaviours Gives and receives effective feedback and acts to improve personal performance 	<ul style="list-style-type: none"> Is dismissive of others' perspectives Is rude or disrespectful Gives importance to own feelings but not those of others Adopts a patronising attitude or shows little empathy when working with others Doesn't consider the individual needs of others Tries to resolve concerns alone when it is out of their remit or expertise Does not invite or respond to feedback
Influential Communication	<ul style="list-style-type: none"> Listens actively and display enthusiasm in their communication. Uses and presents information in a manner which is persuasive, logical and understandable to the receiver. 	<ul style="list-style-type: none"> Communicates well in different formats and forums Manages emotions to minimise negative impact on others Uses information and logical arguments that relate to needs of others 	<ul style="list-style-type: none"> Has difficulty communicating verbally or in writing Takes stress out on others; loses patience or temper Misses cues that the communication style isn't appropriate Uses the same communication style for all interactions
Facilitating Success and Improvement in Others	<ul style="list-style-type: none"> Support, motivate and inspire others to try new tasks or activities. Seek assistance appropriately and receive feedback from others. 	<ul style="list-style-type: none"> Can be fluid and flex their approach, being creative and doing things differently Willing to get involved Provides proactive, constructive feedback to others to support their development 	<ul style="list-style-type: none"> Is inflexible about own system and way of doing things Views certain tasks as being outside of their job description Creates a culture of dependence Uses well proven or familiar approaches without adapting, improving or refining Does not give feedback or celebrate success
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<ul style="list-style-type: none"> Is ambitious, has consistent and high expectations of staff and pupils Demonstrates personal enthusiasm for and commitment to the learning process 	<ul style="list-style-type: none"> Overcomes disadvantage as a barrier to achievement Is highly inclusive and child centred Promotes rich opportunities for learning both within and out of the classroom Follows care plan and other documents 	<ul style="list-style-type: none"> Does not differentiate Is not creative and always uses familiar methods Does not reflect or plan improvements Does not celebrate pupils success Pupils are not given feedback or challenged

Competency	Description	Example Positive Indicators	Example Negative Indicators
	<ul style="list-style-type: none"> • Demonstrates the principles and practice of effective learning and teaching • Initiates and supports research and debate about effective learning and teaching • Provides appropriate support intervention based upon a detailed knowledge of individual pupils • Provides care to the highest standards, with special attention to the dignity of the young person 	<ul style="list-style-type: none"> • Takes measures to protect the young person's dignity while providing personal care 	<ul style="list-style-type: none"> • Don't pay enough attention to the young person needs
Results & Quality Focus	<ul style="list-style-type: none"> • Completes work to a high standard, with a high degree of attention to detail • Takes personal responsibility for the quality of their work and be willing to 'go the extra mile'. • Looks for continual improvement in own performance • Work to agreed policies and procedures. 	<ul style="list-style-type: none"> • Wants to learn from others, has an enquiring mind • Consistently maintains high standards and expectations • Proactively considers ways and opportunities to add value • Challenges less effective behaviour of colleagues to lead to improvements • Is a strong advocate and positively promotes best practice 	<ul style="list-style-type: none"> • Has low or inconsistent standards • Makes promises they are unable to keep; sets unrealistic or no timescales for tasks • Completes only the tasks which are expected of them; fails to go the extra mile • Ignores or overlooks ineffective behaviour • Responds reactively • Misses opportunities to promote best practice
Problem Solving and Decision Making	<ul style="list-style-type: none"> • Is able to collect, interpret and evaluate information effectively • Can develop a deep understanding of a problem, exploring alternative ways of resolving problems including new possibilities. • Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice. 	<ul style="list-style-type: none"> • Identifies and uses various sources of information, interpreting information in a timely manner, relevant to the situation • Uses a logical approach to evaluate a situation and ensures all aspects are considered • Thinks creatively, seeking to innovate • Involves others in decision making processes, when appropriate • Understands the implications of their decisions • Understands when to escalate a decision or issue, and does so when needed 	<ul style="list-style-type: none"> • Misses key information as a result of rushing, or creates additional time pressures by taking longer than necessary • Overlooks aspects of the problem resulting in an incomplete solution being created • Uses only traditional solutions or develops unworkable new solutions to problems • Completes decision making on their own • Does not fully understand or consider the implications of the decisions they make • Escalates decisions or issues inappropriately
Resilience to Change and Challenges	<ul style="list-style-type: none"> • Is open to change and embracing new developments / initiatives • Adapts well in new and unfamiliar situations 	<ul style="list-style-type: none"> • Is open to change and new ways of working • Proactively volunteers to be involved in new 	<ul style="list-style-type: none"> • Exhibits a rigid way of thinking • Focuses on their existing workload; leaves others to be involved in initiatives

Competency	Description	Example Positive Indicators	Example Negative Indicators
	<ul style="list-style-type: none"> responding to changing plans quickly Works independently without direction Is resilient and copes well in emergency situations 	<ul style="list-style-type: none"> initiatives and developments Responds to new and unfamiliar situations in a timely, composed and appropriate manner using their initiative Adopts a positive manner in the face of setbacks or obstacles Responds quickly to changing circumstances; able to adapt plans or priorities as required Develops contingency plans so that unexpected factors do not impact on final outcomes Demonstrates resilience in possible emergency situations; remaining calm, controlled and professional 	<ul style="list-style-type: none"> Appears irritated or impatient in new or unfamiliar situations, takes time to adjust to changes to ways of working and finds it hard to work without direction from others Focuses on setbacks or obstacles instead of how to address them Finds it uncomfortable when required to change their plans or priorities in response to circumstances; or is unable to do so Plans tasks or actions in a linear way with little or no contingency planning Becomes flustered, confused or unprofessional when faced with a possible emergency
Personal Development	<ul style="list-style-type: none"> Is committed to achieving high standards for their own self-development Is able to reflect on self-development needs and address them. Meets agreed development action plans as agreed with line manager. Achieves positive feedback from peers, senior colleagues and external stakeholders. 	<ul style="list-style-type: none"> Strives towards targets and seeks responsibility Demonstrates critical self-reflection and judgement Is honest, owns up to mistakes, doesn't hide them Asks for feedback Is positive and enthusiastic about their job Monitors tasks for accomplishment & quality Meets agreed development action plans as agreed with line manager 	<ul style="list-style-type: none"> Stops or is put off by obstacles Questions or doubts own ability Seeks excuses rather than solutions Fails to meet deadlines Fails to acknowledge the feedback of others Does not volunteer for new challenges and avoids unfamiliar tasks Persistently underperforms, fails to meet targets and deadlines

DNA and Behavioural Framework and Competencies

Our vision is for all young people to confidence and belief in their potential, be ready for a successful adult life and connected where they live.

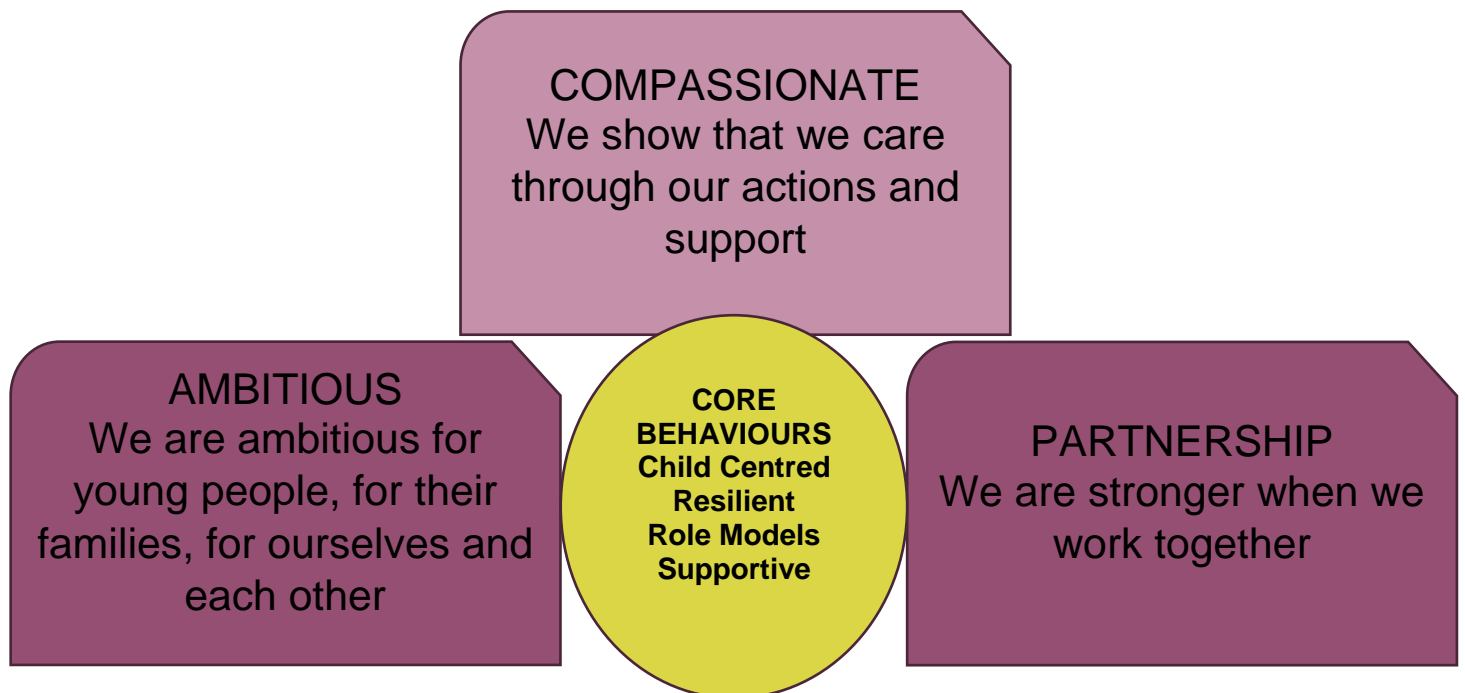
What is our DNA? Why is it important?

We don't just value what you do, but also how you do it. Our DNA defines who we are as individuals and as an organisation. It provides a defined way of working: how we do things around here, how we treat others and how we should expect to be treated.

Adhering to our DNA is also the key to delivering our vision, making MacIntyre Academies a great place to work and ensuring we provide high quality education and care to young people and their families.

What does the DNA mean for me?

Every colleague is expected to demonstrate behaviours which are consistent with our DNA. Whether you are applying for a job, you are a new employee or have been a colleague for many years, you will need to demonstrate our DNA in everything you do. This will be a key part in our recruitment, training and development and the appraisal processes.



Our Core Values

Our value: Compassionate

We show that we care through our actions and support

We will focus on positives, create a safe environment and building trusting relationships to help young people overcome challenges

Every day behaviours that demonstrate how we actively live this value:

By getting to know each young person as an individual through listening, seeking to understand, having a good sense of humour, being curious, fun and responsive

By building safe, trusting, honest, kind and meaningful relationships

By staying calm under pressure, not taking things personally, being consistent and enabling fresh starts

By being a role model in self-compassion, emotional regulation, and resilience (this includes taking ownership of your own wellbeing by seeking debrief, support and reflective practices

We will not:

Make uninformed judgements, display unregulated emotions, diminish or patronise others, assume rather than seek to understand, show favouritism

Our value: Ambition

We are ambitious for young people, for their families, for ourselves and each other

We will set ambitious goals, seize every opportunity for young people to thrive and take personal accountability for everything we do.

Everyday behaviours that demonstrate how we actively live this value:

By being a champion for young people to thrive

By showing a passion to keep learning and improving for ourselves

By celebrating every success together no matter how small

By setting ambitious goals and having energy, tenacity, and resilience in making them a reality

By taking measured risks, using innovation and creativity to find solutions

We will not:

Hold or communicate low aspirations; stick with methods that don't work; lose sight of everyone's potential, give up too easily or be dismissive of young people's views

Our value: Partnership

We are better together

We will deliver success through teamwork and in partnership with families and other key stakeholders

Everyday behaviours that demonstrate how we actively live this value:

By offering help and support to others, being reliable and committed to teamwork

By creating and reviewing plans and strategies with stakeholders that deliver collective success

By being calm, composed, and constructive in our engagement with others

By recognising the expertise in others and knowing our own limitations

By communicating effectively and keeping others informed about key issues

We will not:

Disrupt relationships unnecessarily or create unhelpful tensions, be unclear or incomplete in our communication; blame others; be unaccountable, be unduly focused on ourselves; work in isolation



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