



## **JOB DESCRIPTION**

**Job Title:** Education, Health and Care Co-ordinator and HLTA  
**Grade:** SO1 SCP 23-25  
**Reporting to:** Leader of Little London Bridge/Director of Specialist Provision

### **Job Purpose:**

To lead and manage the statutory and operational responsibilities for Education, Health and Care Plans (EHCPs) within the specialist provision, ensuring full compliance with legal requirements and delivering high standards of support for pupils with complex needs. To oversee safeguarding and attendance, model outstanding teaching practice, and support the effective day-to-day running of the provision. To build strong relationships with families, lead on family support initiatives, and collaborate with external agencies. To contribute to strategic planning, staff development, and the ongoing improvement of systems that enhance outcomes for pupils and their families.

### **Post holder will:**

- Oversee the management, monitoring and the statutory requirements of Education, Health and Care Plans for all pupils allocated to our specialist provisions.
- Take a leading role in overseeing pupils' attendance and safeguarding needs, including liaising with other involved professionals, such as social workers.
- Be an outstanding practitioner, who is an example to all other staff members, who models high expectations of themselves.
- Support in the effective day to day running on the provision alongside the Leader of Little London Bridge, including taking on regular, timetabled teaching responsibilities within Little London Bridge.
- Form positive relationships with families which allow for appropriate challenge and support for all, therefore cultivating positive outcomes for pupils.
- Lead on our further developing our approach to parent support through continuously evaluating and, where necessary, challenging our current approach to this.
- Have strategic oversight, alongside the Director of Specialist Provision, of our family support offer to all, including innovative opportunities to offer respite and work alongside other agencies.
- Oversee the development and implementation of Freddie's Plan, alongside the Director of Specialist Provision.

### **Main Duties and Responsibilities:**

#### **Strategic Planning and Compliance**

- Working alongside the Director of Specialist Provision in developing strategic plans to ensure that all statutory requirements for Education, Health and Care Plans are maintained to the highest possible standard.
- Ensure that appropriate records are kept in line with Academy policies and statutory guidance.
- To attend departmental meetings, and meetings with the Local Authority upon request.
- To attend conferences, review meetings, supervision and training sessions as requested.
- To attend regular training relating to best practice associated with key job roles around Education, Health and Care needs affecting the students within the provision.

#### **EHCP Coordination and Review**

- To log consultations on receipt and ensure timely responses are issued to the local authority, liaising the Director of Specialist Provision to ensure that placements are appropriate.

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- To lead on timely review meetings, to include inviting attendees, collating, and distributing reports and leading the meetings in accordance with Local Authority guidance.
- To complete reports after review meetings and distribute as per guidelines.
- To ensure the appropriate setting of and reviewing of support targets included in the EHCPs.
- To ensure that support for all students with EHCPs is reviewed by teachers and practitioners in a timely fashion, aligning with statutory requirements.
- To provide support and advice to staff who are undertaking the EHCP application process and, where appropriate, lead on the writing of new applications.
- Work in conjunction with the Director of Specialist Provision to support with Funding For Inclusion (FFI), Education Health and Care Plan (EHCP) and access arrangement applications, where appropriate.

## **Staff Training and Support**

- To deliver staff training on Education Health and Care Plans, Family Support, Early Help Plans, Child Protection/Safeguarding in a Specialist Provision and the Special Educational Needs Code of Practice to staff, and partners.

## **External Liaison and Inter-agency Working**

- To work closely with a variety of external professionals, including Speech and Language Therapists (SaLT), Occupational Therapists, Social Care, CAHMS etc, to ensure each child's provision is of the highest quality and reflected in their individual paperwork.
- To make referrals to other agencies, such as social services, health professionals or other identified supporting agencies.

## **Family and Community Engagement**

- To regularly liaise with school staff and parents to identify current barriers within the home and advise on possible solutions.
- To support families to receive all the benefits and help they are entitled to, for example financial help with school meals, transport and charitable donations, such as Family Fund.
- To continue to support parents to build positive relationships with school, including through holding events such as specific Coffee Mornings.
- To help plan creative and innovative responses to families' needs and keep high quality records and assists with the preparation of reports.
- To offer a whole family / family centred approach to families with complex needs, including leading on Early Help Plans and appropriately accessing additional support, such as through Direct Payments.
- To ensure effective communication with parents, in order to enable them to support pupils at home.

## **Safeguarding and Pupil Welfare**

- To lead on key review meetings, such as for LAC pupils, children under CP plans and CIN plans, as a trained Designated Safeguarding Lead.
- To monitor and oversee Attendance and Safeguarding for the allocated academy in timely and effective way, ensuring students are safeguarded throughout their experience within the provision.

## **Teaching and Learning Support**

- To organise and manage appropriate learning environment and resources.
- To support pupils consistently whilst recognising and responding to their individual needs.
- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- To within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- To record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.

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## Accountability:

- Ensure that all individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Ensure that learners, parents/carers, commissioners and other stakeholders are kept well informed about the priorities, curriculum, learners' attainment and progress and successes.
- Contribute to ensuring that all appropriate measures are actively adopted and monitored for maintaining a safeguarding culture for SEND students, including compliance with all aspects of Safer Recruitment and Child Protection.
- Regularly review own practice, set personal targets and take responsibility for own professional development.

## Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

## Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

## PERSON SPECIFICATION

Criteria	Essential/ Desirable
<b>Qualifications</b>	<b>E/D</b>
Grade C/4 and above in GCSE English and Mathematics (or equivalent).	<b>E</b>
Higher Level Teaching Assistant status (or willingness to work towards) (Level 4)	<b>E</b>
Degree/equivalent in an education, health or social care sector.	<b>D</b>
Specialist skills/training in curriculum or learning area e.g. PECS, Intensive Interaction, Makaton	<b>D</b>
<b>Knowledge and Skills</b>	<b>E/D</b>
Knowledge and understanding of schools and relevant SEND legislation including the Children and Families Act (2014), the SEN Code of Practice (2015), the Equalities Act (2010) and legal precedents, plus practical experience of the applications of this knowledge.	<b>E</b>
Knowledge of national timescales as set out in SEN Code of Practice.	<b>E</b>
Knowledge of the Regulations with reference to SEN Tribunals, Belonging Regulations etc.	<b>E</b>

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Knowledge of LA's policies and procedures, with particular reference to SEN and Inclusion, Transport, special school admission	E
Knowledge of current legislation and guidance with reference to other educational issues.	E
Knowledge of the work of the Educational Psychology Service, other SEND Support Services, Social Care, SENDIAS, Youth Justice Team, Speech and Language Therapy Service, Physiotherapy Service, Occupational Therapy Service, Children and Adolescent Mental Health Service (CAMHS) etc.	E
Understanding of statutory requirements relating to Education, Health and Care Plans.	E
Understanding of monitoring, recording and reporting of pupil progress.	E
Good understanding of child development and learning processes	E
Can use ICT effectively to perform all areas of role.	E
Ability to relate well to children and adults within school.	E
Able to form trusting and caring relationships with parents.	E
Work constructively as part of a team, understanding individual roles and responsibilities of the EHCP co-ordinator	D
Recent experience of working with pupils with complex communication need and/or Autism.	D
Working knowledge and experience of specialist assessment tools.	D
Constantly improve own practice/knowledge through self evaluation and learning from others.	D
A designated child protection officer	D
<b>Experience</b>	<b>E/D</b>
Experience working with children of relevant age in a learning environment.	E
Working effectively in a team	E
Experience of working with a variety of specialist external professionals, such as SaLT, Occupational Therapists.	D
Experience of implementing, expanding, and managing organisational development, i.e. supporting with the opening of a new provision/setting.	D
<b>Personal Qualities</b>	<b>E/D</b>
A passion for education and making a difference.	E
Excellent communicator.	E
Effective team member.	E
Displays warmth, care and sensitivity in dealing with children	E
Open minded, self-evaluative and adaptable to changing circumstances and new ideas	E
Drive and determination.	E
Energy, enthusiasm, sense of humour.	E
<b>Continuous Professional Development</b>	<b>E/D</b>
Evidence of commitment to Continuing Professional Development	E
Committed to the continuing professional development of staff at all levels.	D
<b>Other Conditions</b>	<b>E/D</b>
Enhanced DBS Clearance	E

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**

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