

<b>POST TITLE:</b> Access Arrangements Coordinator: Inclusion	<b>GRADE:</b> 6, SCP 18-22
<b>RESPONSIBLE TO:</b> Director of Inclusion / IKB SENCO	

**Responsible for:** No direct reports

**Purpose of role:**

- To provide support for students, the teacher and the school in order to raise standards of achievement for all students (eg SEN) by utilising advanced levels of knowledge and skills to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life. Responsibility for Exam Access Arrangements (EAA)
- To promote a safe, secure and nurturing environment for vulnerable students.

**Main Accountabilities:**

- Plan and deliver intervention programmes for individuals
- Receive and promptly progress enquiries from parents, colleagues and external agencies and report findings to the SENCO
- Provide prompt feedback to stakeholders where appropriate as approved by the SENCO maintaining constructive and supportive relationships
- Liaise with staff, parents and external agencies to support positive student outcomes
- Represent the SENCO at meetings, including Annual Reviews, as directed by the SENCO
- Liaise with the examinations officer and schedule standardised tests in good time of deadlines advised by the examinations officer
- Ensure all the standardised tests are conducted, marked/assessed in good time and standardised scores are accurately recorded
- In collaboration with the examinations officer, use the standardised scores to complete the necessary documentation to ensure students receive all the special considerations to which they are entitled
- Administer the assess routine tests and invigilate exams/tests
- Prepare teaching resources that meet the diversity of students' needs and interests
- L7 Psychometric Testing, Assessment and Access Arrangements qualification to carry out assessments
- Seek consent from parents/carers to carry out testing
- Work alone to carry out form EAA testing for all students identified
- Manage and completion of appropriate Psychometric tests following referrals
- Write and deliver confidential reports to the SENCO and parents/carers
- Seek and collate evidence from teachers to support EAA, supported by the SEN admin assistant
- Collate evidence about students' history, keep up to date records of 'history of need' and 'normal way of working' evidence for all year groups to facilitate applications, supported by the SEN admin assistant.
- Ensure data protection notices are signed and held for each formal application
- Complete Form 8s prior to making EAA applications

- Apply for exam access arrangements via AA / JCQ online before published deadlines, supported by the SEN admin assistant
- Report back outcome of assessments to SENCO, students, parents/carers and other relevant stakeholders in school
- Liaise with previous school for students transferring mid-year
- Liaise with the examinations officer and publish internal access arrangements for teaching staff
- Keep formal individual EAA up to date when expired
- Organise, manage and maintain files ensuring required evidence is up to date and ready for inspection by exam board inspectors
- Share access arrangements with higher educational establishments where students have enrolled
- Liaise with higher educational establishments and arrange personalised, appropriate transition information / visits for students supported by the Learning Support Department
- Liaise with higher educational establishments to offer transition visits for vulnerable students
- Escort students on visits as required
- Ensure all information is kept confidential
- Liaise with SENCO, Pastoral Team, Inclusion team, Sixth Form, Teachers, Examination staff
- Ensure the EAA are renewed on expiry to provide continuous arrangements

### **Planning**

- Select and prepare resources matched to students' needs and, in particular, areas of underachievement.
- Liaise with subject staff and contribute to teachers' planning and differentiation of work.
- Provide feedback to students and colleagues concerning students' learning and behaviour.
- Plan and prepare sessions for interventions.
- Plan, support and monitor the smooth transition of students on the SEN register in collaboration with colleagues and external partners.

### **Monitoring and Assessment**

- Support the integration and progress of SEN students the classroom and around school generally.

### **Teaching and Learning**

- Use structured teaching and learning activities to interest and motivate students and advance student learning.
- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

### **Data Protection and Safeguarding:**

- Work within the requirements of Data Protection at all times.
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns.
- Remain vigilant to ensure all students are protected from potential harm.

### **Duties**

- Organise and manage appropriate learning environments and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans; administer and assess/mark tests, produce lesson plans, worksheet, plans etc as appropriate.
- Deliver learning activities to students within an agreed system of supervision, adjusting activities according to student responses / needs.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests, language and cultural backgrounds.

- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Systematically record progress and achievement in lessons/activities and within the Inclusion area and provide evidence of progress and attainment, including attendance outcomes.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Work within the school’s behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Ensure students are aware of the procedures and expectations in Inclusion
- Support the role of parents in their children’s learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Undertake exam invigilation as required.
- Use ICT effectively to support learning activities and develop students’ competence and independence in its use.

**General:**

- The post-holder will be expected to exemplify the trust values of Respect, Opportunity, Collaboration and Aspiration and demonstrate trust behaviours as outlined in “The Futura Way”.
- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are ‘protected’ for the purposes of the ‘Exceptions’ order.  
<https://www.gov.uk/government/collections/dbs-filtering-guidance> ‘

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

<b>Person Specification</b>	<b>Essential (E) or Desirable (D)</b>
<b>Education/Qualifications</b>	
Attainment of the Higher Level Teaching Assistant standards	<b>D</b>
Excellent numeracy skills – Equivalent to NVQ Level 2 in maths	<b>E</b>
Specialist Dyslexia Qualification	<b>D</b>
CCET with Access Arrangements Qualification (CPT3A); the successful candidate can apply for this when appointed	<b>D</b>
Qualified Teacher Status (QTS), completed a PGCE and / or employed as an HLTA.	<b>E</b>
Education to an under graduate degree or equivalent	<b>E</b>

<b>Experience</b>	
Evidence of suitability to work with children and young people	<b>E</b>
<b>Behaviours</b>	
Able to demonstrate Futura values and how to live them in the workplace	<b>E</b>
<b>Skills</b>	
Ability to relate well to both children and adults.	<b>E</b>
Good understanding of principles of child development and learning processes.	<b>E</b>
Understanding of statutory frameworks relating to teaching.	<b>E</b>
Ability to self-evaluate learning needs and actively seek learning opportunities.	<b>E</b>
To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	<b>E</b>
Ability to effectively use ICT to support learning and use of other equipment technology i.e. computer, photocopier.	<b>E</b>
Experience of working with students with English as an additional language	<b>D</b>
<b>Attributes</b>	
Committed to Equality and Diversity	<b>E</b>
Committed to own continuing professional development	<b>E</b>
Committed to the Futura aims	<b>E</b>
<b>Other</b>	
Occasional work outside normal working hours - prior notice given	<b>E</b>
Good sense of humour	<b>E</b>