

## SUPPORT STAFF

### JOB DESCRIPTION

|                                     |                                                                   |
|-------------------------------------|-------------------------------------------------------------------|
| <b>ROLE TITLE</b>                   | SEND Administrator – The Bridge School, flexible across the Trust |
| <b>CONTRACTED HOURS</b>             | 30 hours per week / 39 weeks per year                             |
| <b>GRADE / SCALE POINT – SALARY</b> | Grade 4 (below the bar)                                           |
| <b>REPORTING TO</b>                 | Office Manager / Headteacher                                      |

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

#### JOB PURPOSE

To co-ordinate the Education Health Care Plan (EHCP) annual reviews for all students and ensure the plans are updated as required. To co-ordinate the Personal Education Plan (PEP) termly reviews for Looked After Children and submit paperwork within deadlines. To attend all review meetings alongside Senior Leadership. To produce the twice termly school newsletter.

#### KEY TASKS & RESPONSIBILITIES

##### 1. Education Health Care Plan (EHCP) Reviews

- a) Set EHCP review dates for the academic year taking into account review deadlines and share with senior leadership (SLT), class teachers and other external professionals.
- b) Prepare review report templates for class teacher to complete.
- c) On receipt of report from class teacher, check the report for grammar, spelling and formatting. Add any amendments from other reports received from professionals, e.g. Speech & Language therapists. Submit to SLT for approval to send home to parents.
- d) When review paperwork has been approved, send home to parents via Parentmail and request the completion of a Parent report.
- e) On receipt of the Parent report, check if a meeting is requested and if so, organise ensuring all professionals involved with the student are invited.
- f) Ensure any professionals attending the review meeting receive a copy of the review report before the meeting takes place.
- g) Attend the review meeting along with a member of SLT and complete the review report.
- h) Prepare the paperwork for submission to the Local Authority (LA) within timescale.
- i) On receipt of confirmation from the LA that they have received the report, log the information on the EHCP Working spreadsheet and make note of the next review date.
- j) On receipt of a draft EHCP from the LA, check the plan includes amendments requested at the review. Circulate the plan to Health and class staff for their comments. Any comments / amendments not included to be reported to the LA. Copy filed on student file.
- k) Check / update the Outcomes from the draft plan onto the Earwig website.
- l) Once the draft plan has been approved, a final plan will be issued and copies are circulated to Health and class staff and a copy filed on the student file.
- m) EHCP working document spreadsheet to be updated with dates / comments.

##### 2. Personal Education Plan (PEP) Reviews

- a) Arrange termly PEP meetings for all Looked after Children, liaising with parents, social workers and other professionals.
- b) Download the previous PEP report from the online epep website and circulate to class teacher to update and set new targets as appropriate.
- c) Upload supporting documentation to the epep website.
- d) Update PEP report on epep website with comments from class teacher. Save report to present at the review meeting.
- e) Attend PEP meeting with a member of SLT and record comments on PEP report to be added to the website after the meeting.

- f) Ensure termly Pupil Premium Request is included in termly targets for student and added to epep website.
- g) Once report is updated and all supporting documents uploaded, email Headteacher for her to check and sign off before the deadline for that term.

**3. School Newsletter**

- a) Produce the twice termly School Newsletter in liaison with the Headteacher and with contributions from school staff.
- b) Newsletter to be produced in Publisher and sent to parents and professionals involved with the school.

**SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with who he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

**GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the office Manager or a member of the Senior Leadership or Trust Executive Leaderships Teams which fall within the scope of the post.

## PERSON SPECIFICATION

| CRITERIA                               | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | DESIREABLE                                                                                                                                                                                                                    |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KNOWLEDGE</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                               |
| <b>Technical or Specialist</b>         | <ul style="list-style-type: none"> <li>NVQ or equivalent in a relevant subject</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Knowledge of SEND and the EHCP process</li> </ul>                                                                                                                                      |
| <b>Literacy and Numeracy</b>           | <ul style="list-style-type: none"> <li>Secondary education up to GCSE level or equivalent</li> <li>Demonstrate expertise in a range of relevant office procedures.</li> <li>Ability to set out letters / documents and have excellent grammar and the ability to proofread documents.</li> <li>High level computer literacy, ability to format documents and high attention to detail required.</li> <li>Able to maintain records e.g. Records of reviews, student filing</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of computer systems relevant to the school</li> </ul>                                                                                                                        |
| <b>Organisational</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Knowledge of basic health and safety responsibilities and safeguarding procedures.</li> <li>Knowledge of school administrative procedures e.g. Incoming and outgoing emails</li> </ul> |
| <b>Equipment / Materials</b>           | <ul style="list-style-type: none"> <li>High level, accurate keyboard skills</li> <li>Able to use / operate general office equipment e.g. Printers, photocopiers, binders, computers</li> </ul>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                               |
| <b>Research</b>                        | <ul style="list-style-type: none"> <li>Able to use the internet effectively for routine research and add information to relevant websites.</li> </ul>                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Broad understanding of government initiatives and their impact on the school</li> </ul>                                                                                                |
| <b>Problem Solving</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                               |
| <b>Planning</b>                        | <ul style="list-style-type: none"> <li>Organised and methodical approach to managing the reviews and meetings keeping within timescales.</li> <li>Ability to prioritise own workload.</li> </ul>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                               |
| <b>Interpersonal and Communication</b> | <ul style="list-style-type: none"> <li>Tact and diplomacy second nature.</li> <li>Articulate with a good grasp of the English language.</li> <li>Ability to remain calm under pressure.</li> <li>Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable.</li> </ul>                                                                                                                                                                       |                                                                                                                                                                                                                               |

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|                          | <ul style="list-style-type: none"> <li>• Understanding of the necessity and ability to maintain absolute confidentiality.</li> <li>• Pleasant and helpful telephone and face-to-face manner.</li> <li>• Ability to function effectively as part of a team.</li> </ul>           |  |
| <b>Keyboard</b>          | <ul style="list-style-type: none"> <li>• High level keyboard skills</li> </ul>                                                                                                                                                                                                  |  |
| <b>Manual Skills</b>     | <ul style="list-style-type: none"> <li>• Routine office manual handling skills</li> </ul>                                                                                                                                                                                       |  |
| <b>Level of Autonomy</b> | <ul style="list-style-type: none"> <li>• Able to make day to day decisions about own workload, within general guidelines and procedures.</li> <li>• Able and willing to use own initiative in solving semi-routine tasks. Know and understand when to refer upwards.</li> </ul> |  |