


<b>Job Description</b>			
<b>Title</b> Life after Ash Lea, Transition and EHCP Co-ordinator	<b>School:</b> Please select: Ash Lea School	<b>Post Ref</b> <b>Add Ref</b> Profile Pupil Support 8	
<b>Job Purpose</b> To develop and oversee pupil activities related to careers and transition. To ensure that Education, Health and Care (EHC) Plans and the broader practice of the school are fit for purpose and compliant with the SEND Code of Practice.			
<b>Key Responsibilities</b> <ol style="list-style-type: none"> <li>1. Support the careers lead in developing and delivering work related initiatives across the curriculum including work experience and work-related events throughout the school</li> <li>2. Support teachers in completing, reviewing, and developing transition planning for pupils, throughout the school.</li> <li>3. Gain an understanding of opportunities beyond Ash Lea (colleges/apprenticeships etc) that can be shared with pupils and parents / carers during key EHCP and transition meetings</li> <li>4. Support the careers lead in delivery of the careers' education programme throughout the school</li> <li>5. Develop and improve links between external providers and agencies for work related and enterprise education</li> <li>6. To support quality procedures to ensure that the school's procedures in this area satisfy the appropriate external standards (e.g. The Gatsby Levels)</li> <li>7. To work under the guidance of the headteacher and other senior leaders liaising with key external partners (colleges, work experience partners, the ICDS, local authority partners, health professionals for example).</li> <li>8. To work alongside the school's business manager to access support for the administration of EHCP meetings, timetabling and processing associated with this.</li> <li>9. Liaise with teachers to organise dates and ensure the completion of reports for EHCP review meetings within the statutory process and timeframes</li> <li>10. To clerk EHCP meetings in support of teachers</li> <li>11. To develop systems which promote user participation, review, and continually monitor the level of service user satisfaction and engagement</li> <li>12. To drive improvements in EHCP processes, quality and fidelity with statutory requirements</li> <li>13. To provide training, advice, guidance to school colleagues, pupils and families in all aspects of the EHC process</li> <li>14. Where required, support SLT team in consultation process, parent / prospective pupil school visits and transitions</li> </ol>			

**'Life After Ash Lea', Transition & EHCP Co-ordinator**

15. To ensure that the school is meeting the provision described within pupils' EHCP and to have an understanding of how other professionals should contribute to this. To highlight to senior leaders where this provision is not or at risk of not being met.
16. Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the recognised trade unions
17. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
18. To report any causes for concern relating to the welfare and safety of children to the designated person, and the headteacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
19. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

**Person Specification**

<p><b>Education and Knowledge</b> Good literacy and numeracy skills together with NVQ level 3 or equivalent qualifications and experience of working as part of a team.</p>	<p><b>Personal skills and general competencies</b></p> <ul style="list-style-type: none"> <li>• The ability to self-motivate and work as part of a team</li> <li>• To be able to work as part of a diverse team</li> <li>• Good computer and IT skills.</li> <li>• Strong oral communication, literacy and analytical skills.</li> <li>• Confidence to pick up the phone to employers and make new contacts.</li> <li>• The confidence to network with a wide range of external partners and chair meetings</li> <li>• A high level of personal drive and commitment to excellence and the ability to set an example for other staff.</li> <li>• Strong interpersonal skills in order to be able to work with and respectfully challenge others including colleagues, external professionals, senior managers and families</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in a school environment would be beneficial but not essential.</li> <li>• Experience of working with people with SEND would be beneficial but not essential.</li> <li>• A good understanding and working knowledge of the Pathway to Provision.</li> <li>• Knowledge and understanding of current SEND legislation, especially in relation to education, health and care for pupils with SEND</li> </ul>	

- Experience of working in careers would be beneficial but not essential.
- Experience of working as part of team and being self-motivated is essential.
- Experience of networking, making new contacts and creative thinking is essential.

- Ability to make decisions and solve problems independently, devising solutions and prioritising the resources available.
- Ability to listen and be empathetic to families, including in times of distress
- Ability to prioritise own workload
- Ability to adapt to change

To be completed if  
any amendments are  
made to the standard  
Job Description &  
Person Specification

**Additional Responsibilities to be included in the Job Description**

This section is a description of the main responsibilities that are to be added to the Job Description, it is not a task list – the % time spent does not have to be exact - it is to help the analyst understand how much time is spent on specific tasks for example the amount of time spent on typing/ inputting data may affect the Physical Demands factor.

<b>Additional Responsibilities</b>	<b>% Time spent</b>

--	--

**Factor Information**

The factor definitions are outlined below and are specific for the job description and reflect the appropriate level from the NJE scheme that are commensurate with the level of responsibility and competences required for the role as described in the Job Description. If you have amended the standard information you should insert any additional information that you believe would impact on a factor.

Some factors have options (a) or (b) you should indicate which option best describes the job by placing a tick in the relevant box.

<b>Factor</b>		<b>Factor Definition and Relevant Job Information</b>
<b>1</b>	<b>Knowledge</b>	Good literacy and numeracy skills gained from general education to GCSE 'O' level/NVQ level 2 standard or equivalent together experience of working as part of a team.
<b>2</b>	<b>Mental Skills</b>	Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. responds to pupils' requirements, monitoring and supporting learning, working on IEPs, supporting short term planning (of learning activities.)
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	Skills required to communicate with a range of audiences e.g. contact with School Staff - to exchange information, offer and receive advice and guidance concerning student needs; external Agencies e.g. meet with external agencies in order to establish new links for the school to work with their business
<b>4</b>	<b>Physical Skills</b>	Use of keyboard with precision is necessary for some duties however the job holder will not require any particular keyboarding qualification e.g. typing emails, information documents.
<b>5</b>	<b>Initiative &amp; Independence</b>	Works under instruction/guidance of teaching/senior support staff. Exercising initiative to progress a series of activities across the whole work-related function.
<b>6</b>	<b>Physical Demands</b>	Duties are office based and are unlikely to place physical demands on a job holder.
<b>7</b>	<b>Mental Demands</b>	Concentration applied over a range of tasks. Creative and developmental work is a regular activity e.g. developing new relationships for the school, planning whole school career days etc.
<b>8</b>	<b>Emotional Demands</b>	Duties are unlikely to require the job holder to deal with individuals whose circumstances may leave the job holder feeling upset, aggrieved, or angry e.g. dealing with those who have physical or mental impairments, or are suffering from serious illness (people related behaviour, including any form of verbal abuse and aggression from people is covered under the Working Conditions factor).

<b>9</b>	<b>Responsibility for People</b>	Contributing to the education and development of children; assessing and responding to the personal needs of pupils.
<b>10</b>	<b>Responsibility for Supervision</b>	Job holder has no direct responsibility for the supervision of other employees
<b>11</b>	<b>Responsibility for Financial Resources</b>	Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.
<b>12</b>	<b>Responsibility for Physical Resources</b>	Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment
<b>13</b>	<b>Working Conditions</b>	Duties are largely office based where exposure to either unpleasant working conditions or unpleasant people related behaviour is unlikely or infrequent.

<b>Factor</b>		<b>Additional Information</b>
<b>1</b>	<b>Knowledge</b>	
<b>2</b>	<b>Mental Skills</b>	
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	
<b>4</b>	<b>Physical Skills</b>	

<b>5</b>	<b>Initiative &amp; Independence</b>	
<b>6</b>	<b>Physical Demands</b>	
<b>7</b>	<b>Mental Demands</b>	
<b>8</b>	<b>Emotional Demands</b>	
<b>9</b>	<b>Responsibility for People</b>	
<b>10</b>	<b>Responsibility for Supervision</b>	
<b>11</b>	<b>Responsibility for Financial Resources</b>	
<b>12</b>	<b>Responsibility for Physical Resources</b>	
<b>13</b>	<b>Working Conditions</b>	

Date