



## **EHC Administrative Coordinator and Learning Support Assistant**

**Grade: H5**

### **Main purpose**

To work with teachers to support teaching and learning activities for classes. The primary focus is to undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.

In addition, To work effectively and collaboratively under the direction of the SENCO in building effective relationships and partnerships with Local Authorities, Feeder Schools and other professionals. To complete High Needs Forms and Annual Reviews in line with statutory guidance to secure High Needs funding and progression for High Needs Learners. To work closely with the Admissions Team to ensure that the Additional Support needs of learners are fully met and that support provided is to the highest standard. To work closely with Internal and External professionals with regards to Professionals Meetings. To liaise with Services for Young People, particularly for students at a transition stage. To working with EHCP students to gather their views and make sure their voice is heard within EHCP applications and review documentation. Attend EHCP reviews as necessary

### **Key responsibilities Learning Support Assistant**

1. Plan, prepare and deliver specified learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the direction and supervision of a teacher.
2. Assess, record and report on development, progress and attainment.
3. Liaise with staff and other relevant professionals and provide information about pupils as appropriate
4. Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning.
5. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.

### **Key Responsibilities EHC Co-ordinator**

1. To assist the SENCO and Inclusion Manager in the administration of the statutory procedure for the assessment, planning and review of children and young people with special educational needs.
2. To work in a collaborative way with parents/carers, children and young people to ensure that their views and wishes are integral to the assessment, planning and review process and EHC Plans are co-produced with them.
3. To collate all papers and advice relating to the statutory assessment of children and young people identified with special educational needs and liaise with other professionals and workers in the development and review of EHC Plans for children and young people.
4. To provide advice and support to schools, colleges, other professionals and families on matters relating to special educational needs.
5. Responsibility for the effective administration under the 2014 Children and Families Act and in accordance with the Code of Practice on Special Educational Needs.

6. To assist in the management of the provision and delivery of casework in relation to the statutory assessment of children and young people with special educational needs.
7. To draft EHC applications and reviews according to statutory procedures.
8. To work sensitively and carefully with parents, children and young people by acting as the single point of contact and ensuring their wishes and feelings are considered in the EHC Process.
9. To ensure that parents, children and young people receive appropriate information and are aware of their rights under appropriate legislation.
10. To respond efficiently and sensitively to all communications received from parents, children, young people and professionals.
11. To legally and effectively administer consent led Information Sharing to maximise multi-agency working and in accordance with GDPR

**Learning Support Assistants in this role may also undertake some or all of the following:**

1. Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews.
2. Support the role of parents/carers in pupils' learning and contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc.
3. Contribute to the development of policies and procedures.
4. Supervise or manage the work and development of other classroom support staff.
5. Liaise with external agencies on a regular basis.
6. Provide pastoral care to pupils for example as head of year or tutor group.
7. Be responsible for pupils who are not working to the normal timetable.
8. Invigilate exams and tests.
9. Be responsible for the presentation of displays.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

**Job Context**

- The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.
- Works under the direction of a teacher in delivering specified learning activities to individuals and groups.

**Knowledge, Skills & Abilities**

- Requires knowledge and procedures for supporting and leading learning activities in a specialist area (e.g., additional needs, curriculum area), including planning, preparing and delivering specified work to groups and classes.
- Knowledge at NVQ level 3 plus additional knowledge in specialist area; working at or towards professional standards for HLTA.
- Having knowledge and understanding of SEN needs and EHCP process
- Having knowledge of time scales and stages before a plan is put in place
- Having knowledge of wider support available to parents from organisations
- Understanding the type and range of information required from parents/carers to best support their assessment request.
- Ability to put together a formal document, drawing together information from meetings and written evidence.
- Ability to create positive working relationships with parents/carers.
- IT skills to track and assess progress
- Resolves problems in relation to providing learning activities. May contribute to planning of activities.
- Contributes to planning and development of learning activities with teachers; plans specified learning activities; responds to activity-related problems without referral to teachers. May be involved in planning, organising and developing individual education plans.

- Developed skills for communicating with individuals, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary.
- Works with teachers to plan and evaluate learning activities, exchange information with other staff, parents/carers.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.
- Prepare and clear up learning resources, equipment, keyboard skills

### **Supervision**

- The jobholder will usually be managed by the SENCO and will work with several teachers.
- Day to day direction/supervision will usually come from the Inclusion Manager/class teacher.
- Regular supervisory responsibility for other Learning Support Assistants.

### **Problems, Demands & Decisions**

- Regularly exposed to emotionally demanding behaviour and situations as a result of attending to pupils' personal needs and assisting with behaviour management.
- May have demands arising from ongoing involvement with pupils with special educational needs

### **Dimensions**

- May handle small amounts of cash e.g., for school visits.
- Responsible for selecting and/or ordering supplies in liaison with the business and administration function, under direction.
- May be issued with a laptop where appropriate, other equipment in use will likely be for short term use to aid teaching and learning.
- Responsible for the careful and safe use of equipment such as play and standard ICT equipment.
- Will record confidential pupil data.

### **Physical Effort**

- Combination of standing, sitting or walking.
- Requirement for standing for long periods and/or working in awkward positions e.g., sitting on low chairs.
- The job may involve lifting children, for example after falls or accidents.

### **Working Environment**

- The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

Signed : .....

Date: .....