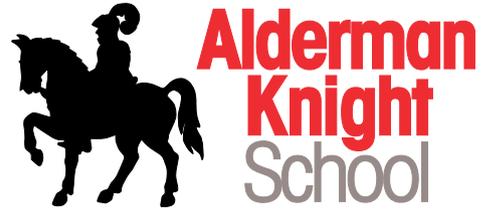


Candidate Information Pack Education, Health and Care Plan [EHCP] Administration Manager



Closing date - 9th March 2021
Start date - As soon as possible



A Message from the Headteacher

I am delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

I feel incredibly privileged to be Headteacher of Alderman Knight School, a post I have held since September 2006. Alderman Knight is a remarkable school with a very strong school community.

Working together we have achieved Outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19 that means they have been unable to thrive in a mainstream setting. During the last 15 years the school has undergone a complete new build for all phases and the number on roll has increased from 50 to 198.

The school is for children and young people whose primary needs have been identified as:

- Communication and Interaction, and
- Cognition and Learning

They may also have associated complex learning needs and this results in a wide attainment range. In Key Stage 2 pupils are working within P levels and KS 1 expectations. However, across the secondary phase attainment can reach KS3 expectations and pupils achieve a wide range of accreditations including Entry Level, Level 1 and Level 2 qualifications and GCSEs. Some students in KS5 have the opportunity to study Level 3 qualifications within the neighbouring secondary school. From September 2021, the final phase of

our school building will be complete. This will enable the school to provide an alternative provision for a further 10 pupils with more complex needs.

We have included in this information pack the school's operational brief, as this provides more details and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting.

We work exceptionally hard and are committed to ensure the provision offered gives these young people an enriched and extended curriculum, tailored to their individual needs. Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

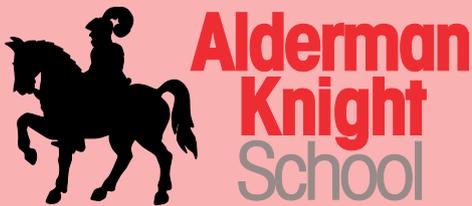
Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Headteacher





Closing Date: 9th March 2021

Interview dates: 23rd March 2021

Education, Health and Care Plan [EHCP] Administration Manager

Start date: As soon as possible

Salary: Grade 6 Point 15 to 20 (£23,541 - £25,991 pro rata)

Contract: 37 hours per week, term time only plus INSET - Permanent

To support the continued growth of the school, the Governors are looking to appoint a second dedicated, experienced, confident EHCP Administration Manager to join our supportive staff team. Applications from staff currently working in mainstream schools are very welcome.

The EHCP is the key document that highlights the young person's needs and through an annual review ensures that it is kept up-to-date with progress towards outcomes, changes to needs and consequently provision to meet those needs.

The post holder is a pivotal part of the team responsible for ensuring that all pupils and students in school have an EHCP that accurately reflects their needs, outcomes and provision required.

There will be two EHCP Admin Managers. Both EHCP Admin Managers will be responsible for carrying out the whole admin process for specified year groups across the school. Each manager must be competent, confident and capable of working independently to carry out all the tasks to a very high standard.

To help get an understanding of what we want from you please read the job description and the person specification for the post along with the accompanying information carefully.

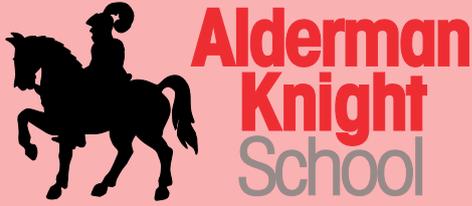
The job description gives an overview of the main purpose of the role and the key areas of responsibilities. The person specification demonstrates the experience, knowledge and skills that we require

for the post. Please also browse our website.

Obviously, a visit to our fabulous school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. Please contact **hr@aldermanknight.gloucs.sch.uk** with your request.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Your choice of referees should include your present or most recent Headteacher /employer.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written.



Job Description

Post title:	Education, Health and Care Plan [EHCP] Administration Manager
Responsible to:	Headteacher
Salary:	Grade 6 Point 15 to 20 (£23,541 - £25,991 pro rata)
Contract:	37 hours per week, term time only plus INSET - Permanent

Structure of the day

The hours worked will be flexible and the post holder will need to be able to adjust hours as necessary to attend meetings as required that support the role.

The post holder will be expected to attend morning briefings twice a week and relevant whole staff and pastoral meetings after school.

Some additional hours may be required during holiday periods – extra hours would be claimed as supply and would be agreed with the School Business and Operations Manager.

The post holder will have one thirty-minute lunch break so a working pattern of either

- 8.00-12.00 12.30-4.00
- or
- 8.30-12.30 1.00-4.30

Conditions of Service

The following Conditions of Service document applies to this post

- Support Staff [LA Schools]: National Joint Council for Local Government Services National Agreement on pay and conditions and related Local Agreements.

Special conditions

1. This appointment is term time only.
2. The appointment will be subject to a probationary period of 6 months.
3. The appointment is subject to termination by one-month notice on either side.
4. The appointment is also clearly subject to Children and Young Persons Clearance [through the Criminal Records Bureau].

Purpose

Key Job Outcomes

In carrying out the duties and responsibilities effectively, the post holder will support the whole school Education Health and Care Plan (EHCP) process. The EHCP is the key document that highlights the young person's needs and through an annual review ensures that it is kept up-to-date with progress towards outcomes, changes to needs and consequently provision to meet those needs.

The post holder is a pivotal part of the team responsible for ensuring that all pupils and students in school have a EHCP that accurately reflects their needs, outcomes and provision required.

There will be two EHCP Admin Managers. Both EHCP admin managers will be responsible for carrying out the whole admin process for specified year groups across the school. Each manager must be competent, confident and capable of working independently to carry out all the tasks to a very high standard.

Key responsibilities and tasks

- Have a clear understanding of the legal requirements on schools regarding the requirements upon them in supporting pupils with EHCPs
- Have an excellent understanding of the different requirements of the Local Authorities who place pupils at AKS, in terms of templates of plans and operational management of the EHCP process
- Ensure regular close liaison with the relevant SEND casework officers ensuring amended EHCPs are received by the school in good time to prepare for the following review.
- Maintain a resource bank of high quality exemplar EHCPs from different authorities to provide as models for tutors
- Support the senior team in monitoring the quality of the plans completed in school
- Across the year, gather feedback from staff, parents and the Local Authorities about what has worked well in terms of the process and administration, and what needs revising.
- Using the evidence gathered support the senior team to review guidance each year for staff and ensure it supports the writing of high quality plans
- Attend and support EHCP workshops delivered by senior team and support staff with operational issues relating to the drafting/completion of review documents and the process
- Each year work with the other EHCP Admin manager and senior team member (JH) to set up a timetable for the whole process
- Prepare spreadsheets for staff with all key dates including deadlines for returning/ completing draft and final EHCP paperwork
- Devise own timeline of actions to be taken to ensure draft EHCP is sent to all invited parties, two weeks before the meeting and final EHCP review document sent out and to the Local Authority, within two weeks of the meeting
- Ensure system for saving all documents relating to the EHCP process for each pupil is clear, well managed, easily accessible to staff and enables effective version control

For all reviews

Before the meeting

- Book appropriate meeting space dependent on the number of invited parties
- Draft all EHCP review forms ready for tutors who will be completing the review – these need to be ready six weeks prior to deadline for draft being sent to all invited to review
- Send out first to letter inviting parents to the meeting as soon as dates set and at least six weeks before the date of the proposed meeting. Ensure letter requires confirmation that date is convenient for parents

- Review professionals involved with each pupil and identify which professionals or external agencies need to be invited to review
- Request reports from professionals allowing at least six weeks prior to deadline for draft being sent to all invited to the review
- Update attainment data and exam data – check for anomalies regarding the progress of pupils for previous year
- Highlight concerns re data on forms so tutor/ class teacher can investigate when preparing review paperwork. Check this has been actioned when the form is returned to you. If not alert the relevant DHT
- Ensure tutors/ class teachers are aware of deadline to return paperwork and send reminders so all are received back allowing time for checking before sending to all invited to review
- Proof read final copy and check that all necessary sections have been completed. Amend any small typos but raise bigger issues with staff completing review paperwork directly and pass back for correction
- Ensure reports from professionals have been received and that tutors have a copy of reports
- Send draft paperwork to all invited to meeting two weeks before date of review
- Send a courtesy Weduc message/ email to parents/ carers and all professionals attending the meeting two days before the meeting as a reminder

On the day of the meeting

- Ensure the meeting room is ready – clean, tidy with refreshments
- Ensure all attendees have the necessary paperwork
- Provide additional copies if necessary
- Follow up any non-attendance
- Be available to take notes of the meeting if required

After the meeting

- Ensure the member of staff completing the paperwork is aware of the deadline for returning for final checking and return
- Proof read final copy and check that all necessary sections have been completed. Amend any small typos but raise bigger issues with staff completing review paperwork directly and pass back for correction
- Ensure any bigger concerns are flagged with relevant member of senior team
- Send final paperwork with all relevant reports to all invited to meeting + the Local Authority within two weeks of the review
- Check and save final copies of all reviews, accompanying reports, Amendment Notices and Amended Final plans to SIMS
- Extract parental comments and any areas for action and produce one-page summary for each pupil.
- Pass copy to Tutor (for pupil profile and compile file for senior team monitoring and evaluation)

Support with process for School Progress Reports

- Liaise with senior team about dates for interim and final school reports
- Check that all teachers/ support staff (as appropriate) have added their comments/ grades to reports
- Feedback to teachers as soon as errors/ omissions noticed and return for correction
- If deadlines missed alert senior team immediately
- Print off copies of reports and collate and finish so ready to send to parents.
- Liaise with office to ensure reports re sent out on time to parents
- Make sure a copy of each report is added to the pupil's files and saved to SIMS

Support with IEP process

The updated IEP needs to be sent out with the final EHCP paperwork

- Remind staff completing review, of the need to provide the updated IEP at same time as completed paperwork
- Check IEPs have been completed in line with updates from EHCP meeting
- Highlight concerns and initially pass back to teachers
- Flag any concerns with senior team if deadline going to be missed or IEP not completed
- Save IEP alongside the EHCP final review paperwork as well as in electronic IEP folder

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Contribute to the overall ethos/ work/ aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the tutor, to support pupil /student achievement
- Attend and participate in regular meetings and school functions as appropriate
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of other staff as appropriate
- When required, be able to support the school Reception

Supervisory responsibility – None

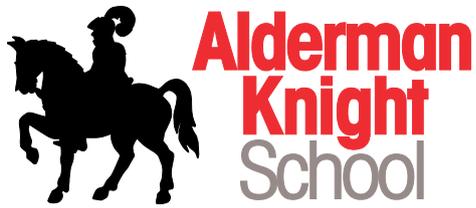
Line management – Senior Staff

Principal contacts

- Deputy and Assistant Head Teachers
- Pastoral team
- EHCP Admin manager
- School Business and Operational manager
- Tutors and class teachers leading reviews
- GCC SEND team
- Office manager

These job details do not necessarily define in detail all the duties/ responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment following consultation with the post holder

February 2021



Alderman Knight School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

Person Specification

	Qualities
Qualifications training and experience	<p>For this Grade 6 post at Alderman Knight School the Governors are seeking to appoint someone with significant experience, qualifications and/ or training in areas that will complement the existing team.</p> <p>This can include experience, qualifications and/ or training in a wide range of professions.</p> <ul style="list-style-type: none"> • GCSE English Language grade 'C' or equivalent • Experience of working with children and young people to support them in overcoming barriers to their personal, social or learning development • Experience and proficient in using computer packages for word processing, spreadsheets, databases, e-mails and researching information including Excel, Word and SIMs • Experience of undertaking a wide range of office based administration and clerical tasks • Experience of working in a team • Experience of following instructions, procedures and policies
Knowledge and skills	<ul style="list-style-type: none"> • Have a clear understanding of the legal requirements on schools regarding supporting pupils with EHCPs • Excellent communication skills, both verbal and written • Excellent interpersonal skills and confidence to work alongside staff, parents and other professionals • To be able to work as part of a team, understanding the roles and responsibilities of different school staff and your own position within these • To work collaboratively with other staff, sharing ideas and achieve objectives • Knowledge and understanding of GDPR and management of confidential information • Experience and knowledge of the EHCP process in a school environment

	Qualities
Disposition, attitude and motivation	<ul style="list-style-type: none"> • A commitment to promoting the ethos and values of the school • Demonstrate personal and professional integrity • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Communicate effectively with all members of the school community and ensure positive relationships are developed • Ability to work under pressure while retaining high quality outcomes • Prioritise, plan and organise themselves effectively • Have a can do attitude and demonstrate resilience, optimism and enjoyment in your work • Ability to focus on the positives and show determination to find a solution to every tricky situation! • Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others • Have high expectations of yourself and take a real pride in your work • Have an eye for detail and ensure your work is always of the highest standard • A sense of humour and a supportive attitude



Mission Statement

‘Learning and achieving together’

Vision Statement:

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

Aim of the School:

‘To provide a supportive learning community that enables all children to thrive’

To achieve this, the school will ensure:

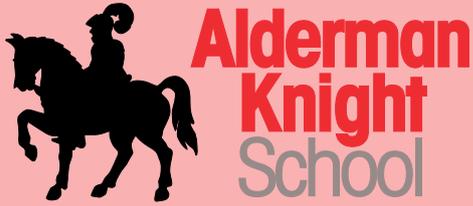
- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children’s learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves, is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.

COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2020/21

1.	AIM AND PURPOSE: Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens. In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.
2.	OUTCOMES: The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service: <ul style="list-style-type: none">• Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements.• Young people develop their emotional resilience.• Young people achieve stretching academic and vocational attainment targets to improve future life chances.• Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence.• Young people are kept safe and are able to make safe lifestyle choices. The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.
3. 3.1	DETAILS OF THE SERVICE: Capacity The service, at any one time, will provide education and support placements to a maximum capacity 198 pupils: <ul style="list-style-type: none">• 175 Pre 16 pupils (aged 7 to 16 years)• 23 Post 16 students (aged 16 to 19 years) Commissioned places are as follows: <ul style="list-style-type: none">• Number: 198• Age range: 7 to 19 years• Gender: Co-educational Client Group and Criteria 1. Pre 16 pupils aged 7 – 16 years The service is for children and young people whose primary special needs have been identified as: <ul style="list-style-type: none">• Communication and Interaction and• Cognition and Learning

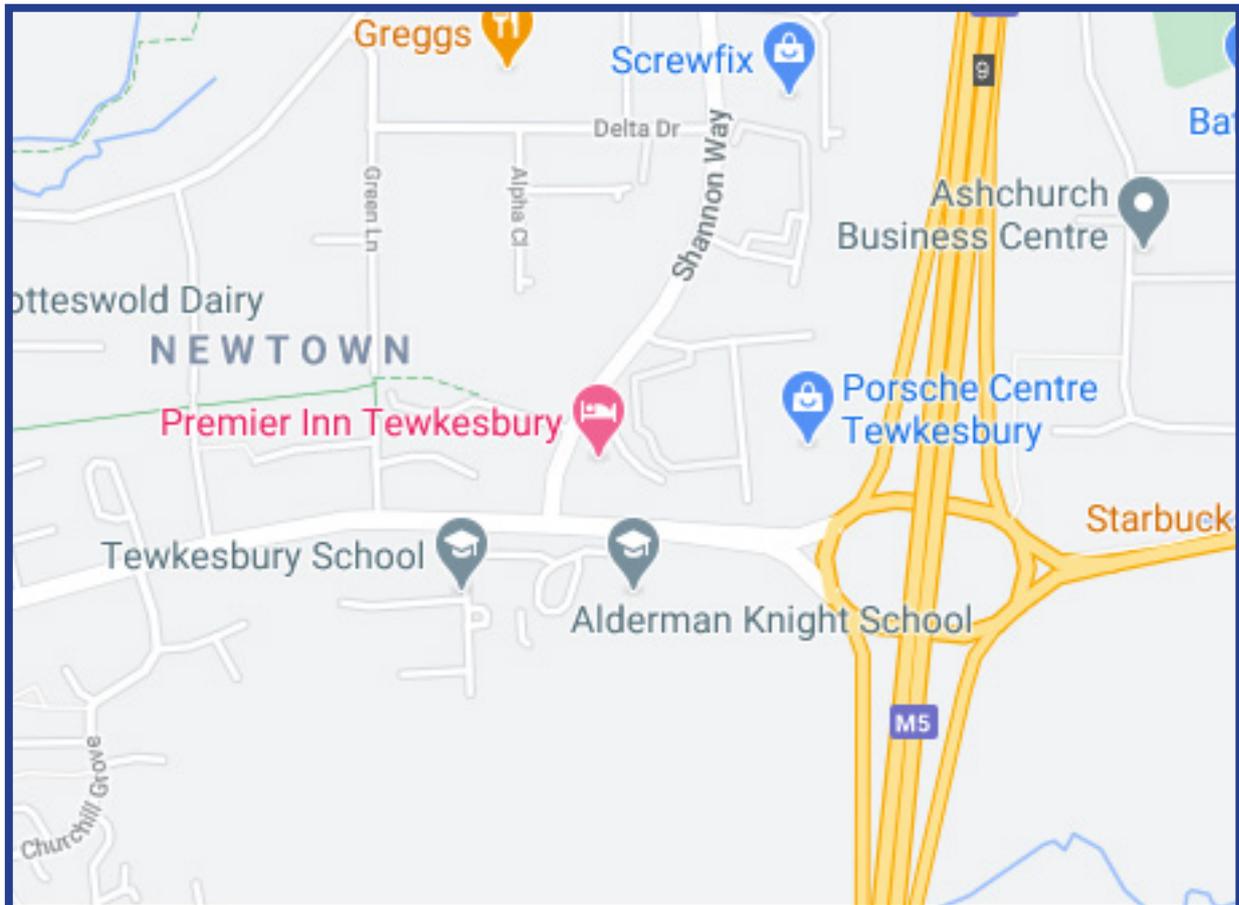
	<p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below-expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p>
<p>3.2</p>	<p>2. Post students aged 16 – 19 years The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> • Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A* -D, and • Require a specialist setting to access a further education curriculum <p>The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. Therefore these areas give an overview of the range of needs that could be catered for within this specialist setting</p>
<p>4. 4.1 4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>Placements: All placements into the school will be made though the Local Authority.</p> <p>Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person’s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person.

	<p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children’s Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people’s organisations <p>The service will promote and support the maintenance and continuation of children and young people’s relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>
<p>8.</p> <p>8.1</p> <p>8.2</p>	<p>PARTICIPATION:</p> <p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings. • Annual reports should be provided to parents. <p>Participation and involvement of children and young people</p> <p>The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council’s protocols.</p>
<p>9.</p>	<p>MONITORING AND REVIEW:</p> <p>This commissioning brief will be reviewed annually.</p>



Where you can find us

The school is located just off Junction 9 of the M5. Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project will be completed at the end of May 2021, ready for the new academic year. The learning and working environments are second to none.



Contact Details

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Gloucestershire
GL20 8JJ

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Email - hr@aldermanknight.gloucs.sch.uk
Website - www.aldermanknight.gloucs.sch.uk

Eteach - <https://www.eteach.com/job/education-health-and-care-plan-ehcp-administration-manager-1132151>