



Job Title:	Federation EHCP Coordinator/ Administrator
Reports to:	EHCP Lead Coordinator, SENCO, Head of Operations, Heads of School
Salary Range:	H5 to H6
Hours:	22.5 hrs per week. Pro-Rata, 38 weeks (plus 3 weeks during children's holidays)

Job Context

The Blue Tangerine Federation is a collaboration of special education schools. Both schools have Foundation status. St Luke's School and The Collett School are special educational needs schools for children with complex learning difficulties. The school's welcome staff of a high professional calibre and shares the responsibility with each member of staff for continual review and the development of expertise.

All post holders in the school are required to support the Executive Headteacher in the development and improvement of our school(s) by:

- Keeping children safe
- Being professional
- Committing to continual professional learning and development
- Fulfilling the expectations, responsibilities and accountabilities of your role
- Meeting your post's professional and pay-grade standards
- Being an advocate for change and championing school improvement
- Conveying a positive attitude
- Working effectively in teams
- Ensuring compliance with school and federation policies, other statutory requirements of schools, employment and the law
- Contributing to and supporting the overall aims and ethos of the school(s)

The duties and responsibilities listed in this job description are not exhaustive. The post holder is expected to accept any reasonable requests that may from time to time, be necessary.

Overview of the post of Federation EHCP Coordinator/Administrator

To ensure the Heads of Schools are supported to undertake their roles effectively regarding procedures around transition into and out of school and, during pupils' time in school regarding their EHCP paperwork. In addition, working with the EHCP Lead to ensure the school's information management system (Arbor) is updated and holds correct information on the pupils regarding their EHCP needs.

Specific Responsibilities:

Relationships

- Liaise and build effective relationships with relevant key stakeholders both within and outside the federation, ensuring smooth cross-functional working and building strong networks
- Ensure training offered is taken up to keep abreast of new developments and best practices

Gatekeeping

- Act as a central point of internal & external communication for the Head of School and SENCO
- Be proactive, keeping abreast of the EHCP paperwork and taking steps to alleviate issues where possible.
- Respond to key stakeholders in a timely and professional manner.
- To support the SENCO and colleagues in the identification of 'at risk' pupils

Complex and extensive diary

- Provide complex and extensive calendar and diary management support for EHCP procedures
- Communicate regularly with the SENCO and Head of School to discuss future engagements, invitations and other requests regarding the EHCP reviews
- Ensure the school's systems for recording, storing and accessing pupils' EHCPs is consistent and accessible for teachers and TAs

Organize and facilitate meetings

- Ensure teachers have completed relevant work towards the reviewing of pupils' progress over the year and setting appropriate and meaningful EHCP objectives for reviewing by parents/carers
- Ensure teachers are reminded, with good time, to complete the necessary reviews of progress and ensure they feel supported to complete the tasks required of them
- Co-ordinate internal/external meetings as required and being responsible for all changes associated with rescheduling meetings
- Ensure the dates planning is shared appropriately with Admin and teachers
- Proactively ensure that the Heads of Schools where relevant, are fully prepared for all external/internal meetings
- Book rooms/venues and organise room set up, AV equipment as required
- Attend selected meetings to take minutes of the EHCP reviews, following up action points as required
- Prepare, collate and distribute reports and ad hoc documents for distribution ahead of, or at meetings
- Where necessary, support other areas of the department's work within the organisation
- To work collaboratively with the DSL
- To be part of a team of staff to effectively support all pupils in order to achieve their potential, by providing a positive link between home and school
- To develop effective working partnerships with outside agencies and providers to ensure effective levels of support to maximise pupil engagement and progress
- Support the role of parents/carers
- Be responsible for the preparation, maintenance and control of materials and resources
- Liaise with external agencies on a regular basis
- Support pupils' transition into other specialist units, classes or schools for pupils with special educational needs
- Use the most recent and up to date forms and processes for the completion of SN EHCP paperwork

General

- Develop and maintain knowledge of all relevant federation systems/databases
- Proactively maintain detailed records of contacts to ensure they are kept up to date on our federation's electronic systems
- Develop an understanding of the federation's work and policies
- Remain confidential with high levels of discretion as appropriate

Leadership & Strategy

- Contribute to overall Federation strategy and policy making where required
- Contribute to all colleagues' training where required

Skills used on a regular basis in the job
Knowledge of SEND and EHCP procedures Knowledge of medicines used by children with SEND Excellent communication skills (written and verbal) NVQ level 2 in numeracy & literacy (or equivalent) knowledge of Health, wellbeing and safety Awareness of keeping children safe Knowledge of Data protection and confidentiality Understanding of SEND code of practice and disability legislation Understanding of the School's ethos and values

Equalities

Be aware of and support difference and ensure that pupils and colleagues have equality of access to opportunities to participate, learn and develop. The schools do not tolerate exploitation, prejudice or bullying with regards to learning or physical disability/difficulty, age, gender, sexual orientation, transgender, mental health, religion, nationality or ethnicity.

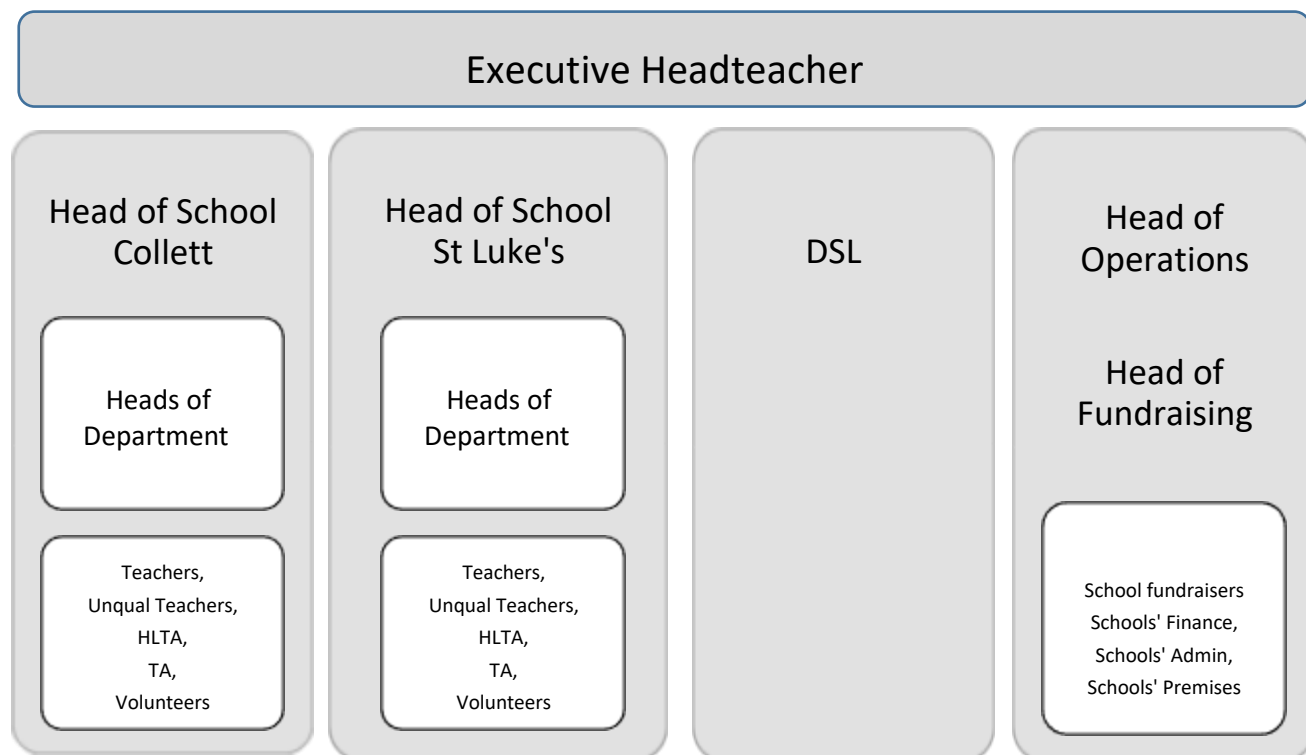
Health and Safety

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.
- Follow school procedures for moving and safe handling, first aid and Hertfordshire Steps behaviour programme. Make the team aware of situations where it is not safe for you to intervene and hand over to another member of staff ensuring the child(ren)'s safety and others' wellbeing.

DBS – Disclosure and Baring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and Baring Service is in the guidance notes to the application form. Further information is available from the Executive Headteacher and the Hertfordshire 'grid' for education.

Organisation of the School



Contact

The jobholder works directly with adults and children and has routine and regular contact with parents/carers and with external agencies and professionals. Training and CPD opportunities are led by all groups of postholders within the school as well as external providers.

Physical Effort

To what extent does the job involve physical effort/strain over and above what would normally be incurred in a day to-day office environment?

- The job is likely to involve supporting children after falls or accidents
- The use of Hertfordshire Steps behaviour support procedures, which involves guiding pupils StepOn and within StepUp the moving and where directed, the physical restraint of pupils
- In order to undertake the post effectively, adults will be regularly moving around the school, requiring a degree of physical stamina over the course of a day

Supervision

The frequency of meetings is determined by the school's performance appraisal policies and practice. Where performance is poor or unsafe, that member of staff will be informed and consideration of the school's competencies policies may be undertaken.

Supervisory and Management

- The postholder is line managed by the EHCP Lead, SENCO, Head of Operations
- The postholder will support the line management of others, where directed

Working Environment

To what extent is the job exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in a day-to-day office environment? Specialist and Special Educational Needs School posts are 'front line' positions, working with children and young adults who are vulnerable and have identified learning, mental health, physical, social and behavioural needs.

The job may likely involve you and/or other adults being in situations that children and young people hit out, kick, spit, slap, punch, throw missiles, pull clothing/hair, scream, use extreme language. The job may likely include cleaning of bodily fluids of children after accident or sudden illness.

The schools' dress code is discretionary, advising colleagues to choose clothing that is suitable to the work they undertake within and/ or across the school and in other professional settings.



The Blue Tangerine

Person Specification

July 2025

EHCP Coordinator/ Admin

Criteria		Essential	Desirable
QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> • Good English and Maths skills equivalent to NVQ level 2 or GCSE grade C in English and Maths • Practical experience of working with children. • Experience of working in a school. • Experience of working with SEND children 	V V V V	
SKILLS	<ul style="list-style-type: none"> • Ability to work as part of a large team. • Excellent communication skills – verbal and written • Strong attention to detail • Excellent minute taking skills • Excellent time-management skills • Prioritizing and organizing • Strong risk awareness • Good customer care • Tenacity and proactivity • Ability to follow directions • Can maintain good discipline and work independently • Willingness to learn new skills • Skill and knowledge of using alternative communication methods • Can use ICT effectively • Good understanding of child development and learning processes. • Understanding of statutory frameworks relating to teaching. • Constantly improve own practice/knowledge through self-evaluation and learning from others. • Ability to relate well to children and adults. • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. 	V V V V V V V V V v V V v v V V V V V v v V v v	

PERSONALITY AND PHYSICAL MAKE UP	<ul style="list-style-type: none"> • Confident with clear speech • Able to form effective working relationships • Able to motivate adults and pupils • A sense of humour • Good health • Honesty • Energy to cope with a physically and emotionally challenging job 	V V V V V V V	
WORK ATTITUDES	<ul style="list-style-type: none"> • Is prepared to work with all the students and class teams • Adaptable and versatile in coping with unexpected • Positive solution focused attitude 	V V V	

Admin and Office Staff Standards and Competencies		Self Audit			
		Exceed	Fully Met	Partly Met	Not Met
Tick the box you feel represents your evidence e.g.			y		
Organisation and Administration					
Provide general administrative/financial support to the school	1				
Undertake reception duties, answering telephone calls, enquiries and signing in visitors	2				
Assist with pupil first aid/welfare duties, looking after sick pupils, liaising with parents/staff etc.	3				
Assist in arrangement for school trips, events etc.	4				
Contribute to the planning, development and organisation of support service systems/ procedures/ policies	5				
Supervise, train an develop staff as appropriate	6				
Provide general clerical/admin support e.g. photocopying, filing, faxing, complete standard forms, respond to routine correspondence	7				
Maintain manual and computerised records/management information systems	8				
Produce lists/ information/ data as required e.g. pupils data	9				
Undertake typing and word-processing and other IT based tasks	10				
Take notes at meetings	11				
Sort and distribute mail	12				
Undertake administrative procedures	13				
Maintain and collate pupil reports	14				
Undertake routine administration of school lettings and other uses of school premises	15				
Analyse and evaluate data/information and produce reports/information/data as required	16				
Provide personal, administrative and organisational support to other staff	17				
Provide personal, administrative and organisational support to the Governing Body	18				
Complete and submit complex forms, returns etc., including those to outside agencies e.g. DfE	19				
Undertake the administration of Payroll systems	20				

Resources					
Operate relevant equipment/ICT packages (e.g. word, excel, databases, spreadsheets, Internet)	21				
Maintain and manage stock within a agreed budget, cataloguing resources and undertaking audits as required	22				
Operate uniform/snack/other 'shops' within the school	23				
Provide general advice and guidance to staff, pupils and others	24				
Undertake general financial administration e.g. processing orders	25				
Undertake research and obtain information to inform decisions	26				
Assist with procurement and sponsorship	27				
Assist with marketing and promotion of the school	28				
Manage administration of facilities including use of school premises	29				
Undertake complex financial administration procedures	30				
Assist with the planning, monitoring and evaluation of budget	31				
Manage expenditure within an agreed budget	32				

Be aware of and comply with policies and procedures relating to child protection, health safety and security and confidentiality, reporting all concerns to an appropriate person	33				
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop	34				
Contribute to the overall ethos/work/aim of the school	35				
Appreciate and support the role of the other professionals	36				
Attend and participate in relevant meetings as required	37				
Participate in training and other learning activities and performance management as required	38				