

## ROLE PROFILE

### #RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



[www.rklt.co.uk/careers](http://www.rklt.co.uk/careers)



\*Red Kite Learning Trust is committed to supporting work-life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

<b>Job Title:</b>	EHCP Co-ordinator	<b>School:</b>	Red Kite Learning Trust
<b>Salary Grade:</b>	Band 10	<b>Working Hours:</b>	37 hours Monday-Friday Hybrid remote/school/office based Full Year
<b>Contract Type:</b>	Permanent	<b>Location:</b>	Harrogate and Leeds

**Responsible to:** Trust Lead for Inclusion

**Role summary:** This role reports to the Trust Lead for Inclusion with responsibility for new and existing Education, Health and Care Plans (EHCPs). Leading and managing all processes relating to EHCPs including consultations, applications, mediations, tribunals and annual review. Working closely with school-based SENDCo's, parents and external agencies this role requires excellent organisational and communication skills, alongside the ability to effectively and efficiently chair and manage multi-agency meetings.

#### Special conditions of service:

No smoking policy, including e-cigarettes/vaping.

#### Role specific responsibilities:

- Co-ordinate list of students requiring EHC plan applications, liaising with key staff to prioritise and collaborate
- Be responsible for preparing applications for Education Health Care Plans (EHCP), working with parents or carers and the pupil, other school staff, educational psychologists, health and social care professionals, and any other associated external agencies
- Identify outcomes and provisions and submit school advice to the local authority when requested within statutory timeframes
- To attend informal and first line dispute resolution including mediation and to support any requirement for tribunal with high quality evidence and information
- Respond to all phase transfer and 'in year' EHCP consultations within statutory timeframes and in line with the Equalities Act statutory guidance
- Respond to all local authority requests for further information regarding declined consultations
- Manage identified school schedules of EHCP reviews
- Co-ordinate each review meeting within timeframes to allow for the gathering and sharing of all relevant



paperwork to attendees 2 weeks before the meeting

- Co-ordinate and chair statutory annual reviews and interim/urgent reviews when necessary
- Complete all EHCP paperwork including the plan and review document
- Submit all EHCP paperwork to the local authority in a timely manner including specialist reports, assessments and compile evidence for funding increase requests if appropriate
- Inform the SENDCo of resources needed or referred to within EHCPs to meet the needs of pupils.
- Complete or support with appropriate referrals to local authorities, as directed by line manager or school-based SLT or as agreed in reviews.
- To keep abreast of relevant developments in the field of SEND and to participate in training and development opportunities to ensure compliance with any updated statutory process or legislation
- Represent school at meetings organised by support services and external agencies
- To have a commitment to the agreed Trust vision, values and goals as detailed in the Trust's development plans. To positively promote and contribute to the team ethos of the school
- To take an active part in internal meetings/working groups
- Communicate effectively with students, parents and carers and collaborate with colleagues and other relevant professions within and beyond the school

**All colleagues**, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

#### **RK People responsibilities:**

- Contribute to the overall [aims and values](#) of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection etc., reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the role profile but which is in line with the general scope, grade and responsibilities of the role.

The infographic is set against a red background with a subtle pattern of leaves. It is divided into three main sections: 'Our Trust Mission', 'Our Trust Values', and 'Our Trust Goals'. The 'Our Trust Mission' section at the top right features the Red Kite Learning Trust logo, which consists of a stylized red kite in flight above the text 'RED KITE LEARNING TRUST'. The 'Our Trust Values' section on the left lists three values: 'Collaboration' (with an icon of three people), 'Integrity' (with an icon of a shield and a person), and 'Respect' (with an icon of two hands shaking). The 'Our Trust Goals' section on the right lists five goals: 'We champion learning' (with an icon of a lightbulb and two people), 'We promote wellbeing' (with an icon of a heart and two hands), 'We invest in our people' (with an icon of three people and upward arrows), 'We innovate with technology' (with an icon of a smartphone), and 'We are our Trust' (with a small kite icon).

### Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.

### Our Trust Values

**Collaboration**  
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.

**Integrity**  
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.

**Respect**  
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

### Our Trust Goals

**We champion learning**  
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.

**We promote wellbeing**  
Ensuring the wellbeing of every child and member of staff in our Trust.

**We invest in our people**  
Supporting every member of staff throughout their career to be the best that they can be.

**We innovate with technology**  
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.

**We are our Trust**  
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.



PEOPLE PROFILE		
Aptitudes and Characteristics	Essential	Desirable
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
Able to use own initiative and motivate others	*	
Willingness to proactively take part in training. Take responsibility for and be keen to improve upon own professional development	*	
Proficient report writing skills	*	
Ability to demonstrate a commitment to equality of opportunity for all pupils	*	
Ability to work to strict legislative guidance and timelines	*	
Ability to chair and facilitate meetings which may be contentious or challenging with empathy and in a sensitive manner	*	
Ability to form good working relationships and influence others	*	
Capacity to evaluate and develop	*	
Ability to work within and contribute to an effective team	*	
Good decision-making and organisational skills and high levels of self-motivation	*	
Energy, self-confidence and ability to 'give more' when the occasion demands it	*	
Strong written and verbal communication skills, with the ability to organise information effectively and facilitate discussions confidently.	*	
Qualifications, Knowledge and Experience	Essential	Desirable
GCSE grade C or equivalent in English and Mathematics	*	
Knowledge of SEND legislation, the SEND Code of Practice and current national developments for CYP with SEND	*	
In depth knowledge of outcome focused assessment, review processes and co-production to meet individual needs	*	
In depth knowledge of person-centred planning and multi-agency approaches to case work	*	
Knowledge of early identification and intervention	*	
Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems	*	
Knowledge of Local Authority SEND policy and procedures	*	
Knowledge of high need funding methodologies for SEND	*	



Experience in children's services including management of cases with complex legal, professional and ethical issues including case conferences and other statutory processes and procedures	*	
Formal qualifications in SEND or the National SENCO Award/NPQ SENDCo		*
Experience of working with children and parents	*	
Some experience of working with children and young people with SEND or additional needs	*	
Experience of working within statutory guidance and within strict statutory timelines	*	
Experience of working with partner agencies	*	
Some experience of dealing effectively with unforeseen and stressful situations	*	
Experience of effectively handling complaints and questions at an informal level with the aim of local dispute resolution	*	
<b>Safeguarding and Promoting the Welfare of Pupils</b>	<b>Essential</b>	<b>Desirable</b>
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

