



Co-ordinator for CLAs and EHCPs

Job description & Person Specification

The Co-Ordinator for Children Looked After (CLA) and EHCPs will take a leadership role in promoting the educational achievement of every looked after child on our school's roll, and ensuring that their personal, emotional, and academic needs are prioritised. They will also co-ordinate and attend PEP meetings, LAC Reviews and Annual Review meetings.

They will also be the central point of initial contact within the school for the external agencies working with these pupils.

Duties and responsibilities

Ethos and culture

- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked after and previously looked after children at a disadvantage (for example, procedures such as induction and transition)
- Promote a culture in which looked after and previously looked after children are:
 - Prioritised for academic support
 - Encouraged to actively participate in school life
 - Supported to succeed and aspire to further and higher education or highly skilled jobs
 - Able to take ownership of their learning and have opportunities to discuss their progress
 - Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner

Teaching and learning

- Set high expectations of looked after and previously looked after children's learning, and ensure teachers set targets that accelerate progress
- Support Class Leads in target setting and learning activities for Looked after Children
- Monitor performance data of looked after Children and support the implementation of interventions



Looked after children with special educational needs

- Ensure that the SEND code of practice, as it relates to looked after children, is being followed
- Where any looked after child has an education, health and care (EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met
- Co-ordinate and attend PEPs, LAC Reviews and Annual review meetings

Working with staff

- Ensure that they themselves, and other school staff, have strong awareness, training and skills around the specific needs of looked after and previously looked after children and how to support them
- Work with the school's designated safeguarding lead to ensure any safeguarding concerns regarding these pupils are quickly and effectively responded to
- Organise and gather appropriate evidence and information to effectively lead and complete annual review meetings and paperwork

Working with carers, parents, or guardians

- Promote good home-school links
- Support progress by ensuring effective communication with carers, parents, or guardians
- Ensure carers, parents or guardians understand:
 - The potential value of one-to-one tuition and are equipped to engage with it at home
 - How the school teaches skills such as reading and numeracy
- Encourage high aspirations and working with the child to plan for their future success and fulfillment

Working with external agencies

- Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs
- Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among looked after and previously looked after children, and know how to access further assessment and support where necessary

- Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked after pupils' personal education plans

Person Specification

Area	Description
Knowledge:	<ul style="list-style-type: none"> • Understanding of the diverse range of pupil need and the range of provision to meet those needs.
	<ul style="list-style-type: none"> • Relevant legislation, policy and guidance in relation to safeguarding children.
	<ul style="list-style-type: none"> • Significant knowledge of issues around SEMH, personal development, behaviour and attitudes.
	<ul style="list-style-type: none"> • An understanding of EHCP, PEP and LAC processes
	<ul style="list-style-type: none"> • Awareness of strategies which enhance the quality of teaching and learning for pupils in AP and those with SEMH
	<ul style="list-style-type: none"> • An understanding of the many barriers to learning faced by students with SEMH
Skills and Abilities:	<ul style="list-style-type: none"> • Able to prioritise workloads and meet deadlines
	<ul style="list-style-type: none"> • Able to analyse data and challenge underperformance
	<ul style="list-style-type: none"> • Able to work effectively with pupils, colleagues and other agencies via negotiation, counselling, and giving and receiving information.
	<ul style="list-style-type: none"> • Ability to effectively communicate, motivate and enthuse others in vocational education and personalised learning.
	<ul style="list-style-type: none"> • Ability to monitor and evaluate student progress.
	<ul style="list-style-type: none"> • Able to effectively use ICT, e.g. web-based applications, word processing, databases and spreadsheets
	<ul style="list-style-type: none"> • Ability to work as a member of a team as well as under own initiative.
	<ul style="list-style-type: none"> • Commitment to improvement and raising achievement for all students.
	<ul style="list-style-type: none"> • Ability to communicate effectively with a diverse range of people including teachers, other professionals, parents, and pupils.
<ul style="list-style-type: none"> • Proactive, solution focused and resilient, even when under pressure. 	
Experience:	<ul style="list-style-type: none"> • Substantial experience of working with pupils with SEMH issues.
	<ul style="list-style-type: none"> • Substantial experience of working with pupils within a child protection and safeguarding framework.
	<ul style="list-style-type: none"> • Able to organise an allocated workload, prioritise tasks to achieve goals and meet deadlines. Ability to work independently.
	<ul style="list-style-type: none"> • Effective communication skills - verbally and in writing, e.g. formal letters, reports, records, etc.
	<ul style="list-style-type: none"> • Skilled in responding to working in crisis situations and the assessment and management of risk.
	<ul style="list-style-type: none"> • Able to work in an anti-discriminatory and non-judgemental manner.



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	<ul style="list-style-type: none">• Able to follow specific procedures and work within guidelines, for example Safeguarding Children.
Educational:	<ul style="list-style-type: none">• Minimum 5 'A-C' GCSE's or equivalent including Maths and English
	<ul style="list-style-type: none">• A recognised qualification, such as Teaching Assistant, HLTA, etc.
	<ul style="list-style-type: none">• Qualifications/training to support young people with literacy, numeracy and/or personal development.
	<ul style="list-style-type: none">• A mentoring or counselling qualification would be advantageous.
Special Requirements:	<ul style="list-style-type: none">• This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).