

JOB DESCRIPTION:
School Administrator (Annual Reviews) maternity cover

PURPOSE:	To ensure that Annual Reviews of Statements and Education, Health and Care Plans (EHCPs), and Transfer Reviews from Statements to EHCPs are organised, conducted and completed effectively for all students with Statements/EHCPs in the PSRP and in the main school. To complete general administrative tasks relevant to the Learning Support Faculty and other duties
RESPONSIBLE TO:	Associate Deputy Headteacher- Inclusion
DISCLOSURE LEVEL:	Enhanced
SALARY/GRADE:	NJC 12 (£25,578) pro rata / Actual salary £19,160
WORKING TIME:	29 hours per week across 5 days (8:30-3:30 Monday-Thursday, 9:00-1.00 Friday), term time only

Summary of Responsibilities

The post holder will report to the Associate Deputy Headteacher for Inclusion and will take the lead in ensuring that Annual Reviews of Statements and Education, Health and Care Plans (EHCPs), and Transfer Reviews from Statements to EHCPs are organised, conducted and completed effectively for all students with Statements/EHCPs in the PSRP and in the main school. The post holder will also be responsible for the general administration relevant to Learning Support Faculty and the Exam Arrangements team.

MAIN DUTIES

- Manage all aspects of the Annual Review process. (Refer to detail in Notes).
- Administrative and clerical duties needed to support the PSRP Director and Director of Inclusion and to support the smooth running of both departments.
- Answering enquiries, typing, sending letters and reports to parents/outside agencies in relation to Annual Reviews and Transition Reviews.
- Liaising with feeder schools at times of transition, collecting information/data to inform PSRP Director/Director of Inclusion.
- Dealing with situations of a sensitive nature and adhering to guidelines on data protection, confidentiality and safeguarding as appropriate. Refer to appropriate JCoSS policies.
- Attend and take minutes at multi-professional meetings as appropriate.
- Update the SEN Register and other records such as Access Arrangements lists in liaison with relevant staff in the Learning Support Department.
- Booking and organising appointments.

- Assist with timetabling of support.
- General administration support relevant to Learning Support and the Exam Access Arrangements team.
- Carry out any other duties as directed by the Headteacher commensurate with the general level of responsibility of the post.
- Provide Reception cover as necessary

This is not a comprehensive list of all tasks, which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Other Specific Duties:

Annual Review Process:

Draw up an Annual Review Schedule

- Devise a system to schedule Annual Reviews (ARs) and Transfer Reviews across the academic year for the whole school.
- This will involve creating a schedule on Excel, liaising with JCoSS teachers, senior LSAs, LSAs, Speech and Language Therapists, Occupational Therapists, Educational and Clinical Psychologists, and other therapists, Local Authority SEN departments/ASC Advisory teachers (including Barnet, Haringey, Essex, Redbridge, Harrow, Enfield, Hertfordshire, Camden, and any others that send students to JCoSS), CAMHS, careers advice and other external agencies as appropriate.
- Make room bookings for ARs and organise appropriate resources and IT equipment is available.
- Create files for each student's personal information and ensure that these are kept updated as appropriate. Liaise with feeder schools to ensure that data is complete and accurate.

Communication with Parents, JCoSS Members of Staff, Local Authorities and Outside Agencies

- Start the AR Cycle at beginning of each academic year: create the AR schedule and send notification letters of AR dates to parents, Local Authorities, teachers, therapists and other parties. Make adjustments to dates as necessary.
- Establish contact with officers from Local Authorities to ensure an effective working relationship.
- Initiate contact with parents and build a relationship of trust.
- Create diary reminders for all AR meetings. This includes visiting and emailing JCoSS teachers, Senior LSAs, LSAs, and therapists to inform them of the key dates and responsibilities that they have in order to meet deadlines.

Collect and collate information

- Ensure that subject teachers and LSAs are reminded to give feedback on how students are doing in subjects in time for a summary report to be written. PSRP teachers write this for PSRP students, the Annual Review Coordinator will write this report for SEN students based on information from main school teaching staff who provide the postholder with necessary information upon request.
- Read reports written by therapists and summarise the students' offer detailing the focus and frequency of the therapeutic input using reports and data on Behaviour Watch for therapy delivered at tiers 1, 2 and 3 for PSRP students.
- Access SISRA database to generate, export and upload the most recent data capture to be added to each student's AR.
- Send out proforma for parental contribution, student's contribution, and contributions from external agencies. Ensure that this information is returned prior to the AR.
- Liaise with outside agencies to ensure that reports they will be submitting to the AR arrive on time.

Prepare Data for the AR

- Verify student information and complete the AR proforma. Details of students' personal details, therapeutic input, and SISRA data.
- For non-PSRP students write student report based on information collected from teachers and LSAs.

Distribution of AR documents and reports two weeks prior to AR

- Send copies of all AR documents including all completed reports by email and post to all attendees.

AR Meeting

- Prepare the room where the AR will be conducted with the 'Person-Centred' questions and A1 sheets to record answers.
- Chair the meeting if necessary.
- Take minutes of the meeting.

Post-AR Meeting

- Incorporate minutes of the meeting to AR documentation.
- Upload short and long term intended outcomes to the AR Action Point folder by year group and liaise with teachers, LSAs and therapists to ensure that Action Points are incorporated into students' Personal Learning Plans carried out.
- Throughout the academic year, revisit Action Points on the AR documentation and visit/email the members of staff responsible to ensure the Action Points are carried out.
- Review the Annual Review process and recommend changes that would improve efficacy.

This post requires the postholder to work, at times, with students with a diagnosis of autism. Experience has shown that some students with autism enjoy participating in 'office skills' which the postholder supports.

This job description may be amended at any time in consultation with the postholder.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification: School Administrator (Annual Reviews) maternity cover

Essential unless noted as desirable

- Experience of working in a school setting (highly desirable)
- Appropriate experience in administration
- Proven track record of effective working within a team
- Good literacy and numeracy skills, with GCSE C passes or above in both English and Maths
- Excellent IT skills (Microsoft Office, email, photocopier, scanner, etc.)
- Familiarity with electronic databases: SIMS, SISRA, Behaviour Watch (desirable)
- Motivation to learn new skills and quickly acquire new areas of knowledge
- Excellent verbal skills
- Accurate written communication skills, including proof-reading
- Able to prioritise workload
- Ability to work with minimal supervision
- Flexible working and ability to multi-task
- Calm in a crisis and sensitive to others
- Uses own initiative when appropriate
- Able to interact effectively with staff, parents, students and outside agencies
- Efficient, organised and meticulous
- Discrete with the handling of sensitive and confidential information
- Be able to create systems that are effective and efficient
- Be able to evaluate systems for what is working effectively, what is not working and what can be done to improve them
- Ability and desire to develop this role
- Sensitivity to individual needs in an environment for children with special educational needs, including autism
- Understanding of relevant policies/codes of practice and awareness of relevant legislation (desirable)
- Willingness to learn about autism and its implication for student behaviour (training will be provided)
- Be a reliable team member with a sense of humour