

Job Description



Job Title	Create – EHCP & SEND Transitions Coordinator (Band C10) Permanent Full Time - TTO Plus 2 weeks (41 weeks)
Department	SGS Create
Reporting to:	Deputy Headteacher
Post reference:	
Main Purpose of the role	
<p>To coordinate Education, Health and Care Plan (EHCP) processes, SEND transitions, and the deployment of classroom support across SGS Create, ensuring a high-quality, well-coordinated experience for learners with additional needs.</p> <p>The post-holder will act as the operational lead for SEND within SGS Create, working under the strategic direction of the Deputy Headteacher (Qualified SENCO and named SEND Lead), ensuring that:</p> <ul style="list-style-type: none"> • statutory responsibilities linked to EHCPs are fulfilled in a timely and compliant way; • learners with SEND have a positive, well-managed transition into and through SGS Create; • HLTAs/TAs are effectively deployed to meet identified needs; • funding linked to SEND provision is accurately processed, costed, and monitored in collaboration with the Deputy Headteacher and Local Authorities; and • close collaboration with the wider College ALS team, Specialist Assessor, and SEN Support Tutor ensures a consistent, high-quality offer for all learners with SEND. 	
Key Tasks / responsibilities:	
<p>EHCP Coordination and Compliance</p> <ul style="list-style-type: none"> • Coordinate all aspects of the EHCP cycle for SGS Create learners, ensuring annual reviews and mid-year updates are completed within statutory timescales. • Liaise with Local Authorities, families, and external professionals to ensure accurate, up-to-date information informs each learner's provision. • Maintain accurate EHCP tracking records and provide reports for internal monitoring and external audit. • Support the Deputy Headteacher (SENCO Lead) in ensuring compliance with the SEND Code of Practice (0–25 years). • Gather evidence and contribute to statutory assessments and funding requests. • Collaborate with the Specialist Assessor and SEN Support Tutor to ensure assessment outcomes and intervention data inform EHCP updates and annual reviews. • Chair or co-chair EHCP Annual Review and mid-year review meetings as delegated by the Deputy Headteacher, ensuring minutes and outcomes are accurately recorded and actions tracked. 	

Non-Statutory and High Needs Funding

- Work collaboratively with the Deputy Headteacher and Local Authority SEND Sufficiency Teams on all non-statutory funding applications, ensuring accurate completion and submission of required evidence.
- Support the preparation and submission of high-needs funding requests for learners without EHCPs who require additional support.
- Maintain clear communication with funding and audit teams to ensure accurate allocation and recording of resources.

Financial Processing and EHCP Funding

- Oversee the financial administration of all EHCP funding for learners at SGS Create, ensuring accuracy and timeliness.
Produce and maintain costed provision maps and internal banding costings for all EHCP learners.
- Liaise with Local Authorities to confirm agreed funding values and ensure that invoices are generated and sent promptly in line with funding agreements.
- Monitor payments, identify discrepancies, and work with Finance and the Deputy Headteacher to resolve issues.
- Provide termly financial summaries and reports on SEND funding and expenditure to support internal audit and strategic planning.

SEND Transitions

- Lead the operational management of transition processes for incoming Year 10 learners and those progressing post-16.
- Attend Year 9 and Year 10 EHCP reviews at feeder schools and represent SGS Create in consultation meetings.
- Work with parents, carers, and professionals to prepare transition plans and learner profiles that inform curriculum placement and support levels.
- Collaborate with the wider College ALS team and Admissions to ensure accurate tracking of consult responses and smooth onboarding of learners.
- Arrange and coordinate taster days for all EHCP learners prior to joining SGS Create, ensuring that support requirements and reasonable adjustments are identified and planned for in advance.
- Act as the key point of contact for families during transition into SGS Create.

Learning Support Coordination

- Maintain and oversee the daily deployment and timetabling of HLTAs/TAs within SGS Create.
- Line manage the HLTA/TA team, including regular 1:1s, appraisals, absence management, and professional development planning.
- Undertake learning walks and observations to monitor the quality and impact of in-class support.
- Work with curriculum staff to ensure learner needs are clearly communicated and support is targeted effectively.
- Collate audit and funding evidence, ensuring records meet internal and external compliance requirements.
- Create and update ILPs and any relevant Risk Assessments in collaboration with curriculum teams, wellbeing staff, and external professionals to ensure safe and effective support arrangements.

Communication and Collaboration

- Serve as the main operational contact for SEND within SGS Create for staff, parents, and external partners.
- Provide guidance to teaching and support colleagues on SEND processes, EHCP expectations, and reasonable adjustments.
- Liaise regularly with the Deputy Headteacher (SEND Lead), Specialist Assessor, SEN Support Tutor, and Wellbeing Team to ensure consistent and joined-up practice.
- Work closely with the wider College ALS team to ensure continuity and alignment of support across sites.
- Support SEND-related CPD for Create staff, contributing to a whole-college culture of inclusion.
- Develop and maintain strong communication networks with feeder schools, Local Authority caseworkers, alternative providers, and social care services to support effective transitions and joined-up planning.

Quality and Monitoring

- Track and analyse attendance, progress, and outcomes for learners with EHCPs or on the SEND register.
- Actively contribute to quality reviews, self-assessment, and improvement planning for SEND provision.
- Gather learner and parent feedback to inform service development.
- Promote equality, diversity, inclusion, and safeguarding in all aspects of the role.
- Ensure all EHCP and transition documentation, learner tracking, and support timetables are accurate, auditable, and compliant with internal and external standards.
- Provide regular data summaries and reports to the Deputy Headteacher on EHCP compliance, transition progress, and learner outcomes.
- Identify training needs within the HLTA/TA team and contribute to staff development planning in collaboration with the Deputy Headteacher and ALS team.

Role Dimensions

- Operational responsibility for transition planning, EHCP compliance, and SEND-related funding for approximately 180 students (Years 10–11).
- Significant liaison with Finance, ALS, Admissions, and all Local Authorities we work with.

Key Interfaces

Deputy Headteacher (SEND Lead) | Headteacher | ALS Managers | Specialist Assessor | SEN Support Tutor | Wider College ALS Team | Wellbeing Team | Finance Department | Teaching Staff | Parents & Carers | Local Authority SEND Caseworkers & Sufficiency Teams | External Therapists and Agencies

Supporting College Goals and Values – all roles					
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> • Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. • Promoting the image of the College as one that is committed to the highest standards of delivery and service. • Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. • Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety 					
Measurable Performance Standards for this role					
<ul style="list-style-type: none"> • 100% of EHCP annual reviews completed and submitted on time. • All non-statutory and high-needs funding applications submitted within agreed deadlines. • Accurate and timely production of costed provision maps and EHCP funding documentation. • All invoices to Local Authorities generated and issued promptly with zero overdue payments. • Successful delivery of taster days for all EHCP learners prior to admission. • Positive learner and parent feedback on transition and support quality. • Demonstrable improvement in attendance, engagement, and retention of SEND learners. 					
Level of Disclosure and Barring (DBS) disclosure required					
1: Enhanced with barred list checks					
Author and Date					
Tom Beer 06.10.2025					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification



Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Completion of a recognized SEND law / EHC annual review training (e.g., IPSEA Level 2/3 or equivalent)		✓ <input type="checkbox"/>	
GCSE English & Maths (C/4 or above)	✓		Application form
Experience and knowledge			
Experience working with young people with SEND or EHCPs (14–16 age group - SGS Create context)	✓		Application form/interview
Understanding of the SEND Code of Practice (0–25) and Children & Families Act (2014).	✓		Application form/interview
Knowledge of Local Authority EHCP consultation processes and procedures	<input type="checkbox"/>	✓	Application form/interview
Skilled in liaising with parents, schools, and external agencies.	✓		Interview and application
Knowledge of financial/funding administration related to SEND.		✓	Interview and application
Proven ability to coordinate and contribute to EHCP reviews and statutory processes.		✓	Interview and application
Strong administrative and organisational skills.	<input type="checkbox"/>	✓	
Able to plan and manage multiple complex processes.	✓		Interview and application
Familiar with Office and Google software.	✓ <input type="checkbox"/>		

Criteria	Essential	Desirable	Assessed by
Skills and abilities			
Excellent communication (written and verbal).	✓		Application form
High emotional intelligence and respect for others.	✓		Interview
Able to interpret complex information and data to inform action.	✓		Interview
Strong attention to detail and ability to meet deadlines.	✓		Interview
Able to create and manage individual learning plans.	✓		Interview
IT literate and confident using digital tools.	✓		Interview
Commitment to safeguarding, equality, and inclusion.	✓		Interview
Proactive, solution-focused, and able to show initiative.	✓		Interview
Values diversity and promotes a culture of inclusion.	✓		Interview
Team player with the ability to influence and support others.	✓		Application form
Positive and proactive in responding to the needs of the college, students and other staff	✓		Interview
Open to sharing best practice and continuous improvement.	✓		Application form/interview
Evidence of achieving outcomes within timescales.	✓		Interview
Awareness of trends and patterns in student performance data.	✓		Interview and application

Criteria	Essential	Desirable	Assessed by
Actively engages in CPD and current professional practices.	✓		Interview and application
Positive, proactive, and adaptable.	✓		
High levels of personal integrity.	✓		
Essential College attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
Circumstances of role (if applicable)			
Ability to obtain a satisfactory Disclosure Certificate	✓		Application form
Ability to work occasional evenings and weekends to support parent evenings and open events	✓		Application form/ interview
Must be willing to undertake appropriate training and staff development to contribute to CPD	✓		Interview and application