

Wandsworth Hospital and Home Tuition Service
CAMHS Campus School
Elizabeth Newton Building Number 5,
Elizabeth Newton Way, Springfield University Hospital
London, SW17 0YG
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Tel: 0203 513 6103
Headteacher: Tara Bell



Job Description

<u>Post Title:</u>	Educational Care Coordinator (ECC)
<u>Main purpose of job:</u>	Under guidance from the Senior Leadership Team, or other appropriate professionals, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning, within Aquarius and Wisteria classrooms and across the service.
<u>Responsible to:</u>	Deputy Headteacher
<u>Grade:</u>	Scale 5, Point 12 - 15
<u>Hours:</u>	31.25 Hours Per Week Term Time Only (TTO), Plus 5 INSET days
<u>Annual Leave:</u>	The annual leave year is the 12-month period beginning 1 April each year. For TTO staff an allowance is made in the TTO notional pay and hours calculation for annual leave and 8 Bank Holidays. Leave is taken during school closure periods.

Our Principles

Educational Care Coordinators (ECCs) are employed to work in the Hospital and Home Tuition Service (HHTS) with children and young people who have medical needs, including mental health needs. ECCs work under the guidance of Service Management, and in accordance with the policies and procedures of the Service.

The ECC will be responsible for the administrative and organisational processes for WHHTS and assisting teachers across the service in catering for the educational needs of the children and young people in our care. ECCs will also be expected to carry out many of the 24 non-teaching tasks, as outlined in the current School Teachers' Pay and Conditions Document.

ECCs would be responsible for implementing work programmes for individuals or groups, the preparation of resources and for maintaining record keeping systems. ECCs may also be responsible for teaching a curriculum area to small classes under an agreed system of supervision, with the responsibility of planning and preparing lessons and monitoring and evaluating pupil outcomes. The ECC would have responsibility for attending meetings and ward rounds as needed.

The ECC would also work with our SENCo and Mental Health Lead to devise and implement SEN strategies and interventions; ensuring all staff are aware of key documents, diagnoses and best practice for working with current SEN students.

Main Activities and Responsibilities

1. Support for Pupils

- Provide pastoral support to pupils
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Assist teachers with the development and implementation of Individual Education, Behaviour, Support or Mentoring plans
- Assist the SENCo in the assessment of SEN needs, and the development of supportive strategies and interventions, for example, reading assessments such as WIAT.
- Support provision for pupils with EAL needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy and effective transition of pupils into and out of the service; supporting their reintegration arrangements
- Support pupils who have been absent or missed sessions to catch up with their work.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour or attendance
- Challenge and motivate pupils; promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Provide feedback and reports on pupil progress to clinical meetings and CPA meetings as needed.

2. Support for the Teacher

- Demonstrates a proactive and collaborative approach, consistently supporting colleagues and taking initiative, where appropriate
- Liaise with home schools and other relevant bodies to gather pupil information
- Ensure that teaching staff and fellow ECCs are aware of SEN documents and strategies for each new pupil.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents, carers and ward staff, exchanging information, facilitating the children's attendance, access and learning
- Assist in the development, implementation and monitoring of systems relating to attendance
- Clerical and administrative support e.g. dealing with correspondence, compilation, analysis and reporting on attendance, exclusions etc.,

- Help to display work of high standard in the classroom and/or elsewhere, such that pupils can see the standard to which they can aspire.

3. Support for the Curriculum

- Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

4. Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, aims, vision and values of the school
- Contribute to ensuring the schools looks its best through maintaining clear and inspiring classrooms
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils
- Attend and participate in regular meetings such as planning, community, hand-over, review and other meetings to promote the welfare and development of pupils.
- Participate in training and other learning and development activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise pupils on visits, trips and out of school activities as required
- Follow *Keeping Children Safe in Education* in relation to child protection and safeguarding children and young people
- To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection
- To be fully aware of and comply with GDPR regulations in relation to the school's handling of data and personal information.
- Support the service's equal opportunities policy, promoting the positive benefits of living in a culturally, communicatively and ethnically diverse society.
- Undertake any other such duties as the Headteacher may reasonably direct from time to time.

It is implicit that these duties are carried out in accordance with service and Council policies on equal opportunities. This job description will be reviewed by the postholder and the Line Manager annually.

Signed: _____ Date: _____
(Postholder)

Signed: _____ Date: _____
(Headteacher)

Person Specification

Post Title: Educational Care Coordinator (ECC)

1. EXPERIENCE

- Experience of working with children of relevant age
- Experience of working with pupils with additional needs relating to their social emotional and mental health, and/or behavioural challenges.

2. QUALIFICATIONS

- Very good numeracy/literacy skills
- Relevant undergraduate degree in psychology or education/NVQ 3 or equivalent in Teaching Assistance or equivalent qualification or experience

3. KNOWLEDGE AND SKILLS

- Exhibits strong emotional resilience, maintaining professionalism and effectiveness when working in challenging or sensitive situations
- Demonstrates the ability to adapt to frequent changes in routine, responding flexibly and maintaining a high standard of professionalism
- Full working knowledge of relevant policies and codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Ability to plan effective actions for pupils at risk of underachieving
- Full understanding of the range of support services and providers
- Ability to self-evaluate learning needs and actively seek learning opportunities
- 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
- Ability to develop equal opportunities and inclusion for all pupils
- Ability to review pupil progress and report to internal and external agencies
- Excellent interpersonal skills
- Excellent communication skills
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Excellent organisational skills