Job Title	EHCP Coordinator
Date	August 2026
Department	SEND
Reports to	Assistant Head (Inclusive Learning)

Purpose of the Role
We are seeking a dedicated and detail-focused EHCP Coordinator to join our inclusive and compassionate school, playing a pivotal role in ensuring pupils with Education, Health and Care Plans (EHCPs) receive the support they need to thrive. This is an administrative role, working closely with the SENDCo and SEND leadership team to monitor and coordinate provision for pupils with EHCPs. While not working directly with pupils, you will be instrumental in ensuring that statutory responsibilities are met and that the school remains fully compliant in its SEND provision.

Departmental Information
Coram House Coram House is the Junior School of Ackworth School, educating children aged 4 to 11 within a warm, inclusive environment rooted in Quaker values. Teaching is carefully tailored to individual needs, balancing strong academic foundations with excellent pastoral care. Pupils follow the National Curriculum alongside a rich programme including languages, creative arts and Forest School. Emphasis is placed on kindness, curiosity, resilience and developing confident, happy learners. Senior School Ackworth's dedicated Learning Development Centre provides tailored assistance for pupils with special educational needs and/or disabilities (SEND), or those needing help with specific areas of learning. The goal is to ensure all pupils have the best opportunity to succeed alongside their peers, through support such as timetable adjustments, one-to-one interventions, and exam access arrangements. Support is adapted to individual needs, ranging from short-term interventions to more sustained help, including for those with Education, Health and Care Plans (EHCPs). BRIDGE BRIDGE is a newly developed provision within the Senior School, designed to support pupils with special educational needs and/or disabilities, including those with EHCPs. It offers a safe, nurturing environment with access to subject specialist teaching, personalised timetables, one-to-one and small group interventions, therapeutic support (including counselling, speech and language, and emotional literacy), and access to the Wellbeing Hub. Guided by the principles of Belonging, Respect, Inclusion, Diversity, Growth and Equality, BRIDGE ensures that all pupils are supported to grow in confidence, develop resilience, and thrive both academically and personally. Autism Resource Autism Resource offers 1:1 and small group enhanced provision for pupils in KS3 and above with Autism Spectrum Condition. Typically, pupils are able to access a programme of formal learning, with support. Within Autism Resource, our specialist team deliver targeted interventions to support: academic attainment, progress towards EHCP outcomes, therapeutic programmes, preparation for adulthood and emotional literacy. There are currently 56 EHCPs across the school.

Main tasks and responsibilities

- Ensure compliance with all statutory duties related to EHCPs, liaising with local authorities and external professionals as required, ensuring Annual Reviews, amendments, and correspondence are completed in line with legal requirements and best practice.
- Demonstrates rigorous knowledge of, and unwavering adherence to, statutory EHCP annual review timelines, ensuring full legal compliance while protecting and enhancing the school's reputation for delivering processes accurately, transparently and on time.
- Maintain accurate, up-to-date tracking systems for EHCPs, annual review cycles, actions, and outcomes, ensuring data integrity and providing reports to SEN leaders as required.
- Ensure EHCP review documentation, reports, and submissions to the Local Authority are of a high standard, outcome-focused, and evidence-led, contributing to positive decision-making and minimising the risk of challenge or delay.
- Lead and coordinate the Annual Review process for all pupils with EHC documentation, and chair review meetings with parents, carers, professionals and internal staff.
- Maintain a thorough knowledge of each pupil's EHCP, particularly Sections B, F, and E, ensuring all educational and therapeutic interventions are clearly understood, up to date, and appropriately implemented.
- Monitor the delivery of interventions and support detailed in Section F, ensuring they are in place and regularly reviewed for effectiveness, in collaboration with the SENCo and teaching staff.

- Support the SENCo and SEND leaders in preparing for inspections, audits and internal reviews relating to SEND provision and statutory compliance.

- Play a key role in the transition of EHC Plans between settings and key stages.

- Uphold the school's Quaker ethos by demonstrating empathy, discretion, and respect in all interactions, fostering a culture of inclusion and integrity.

- Act as the central point of contact for parents, carers, local authorities, and external professionals in relation to EHCP processes, ensuring clear, timely, and compassionate communication throughout statutory cycles.

- Coordinate and support requests for EHCP amendments, funding adjustments, and phase or placement transitions, ensuring robust evidence is gathered and submitted within statutory timeframes.

- Maintain up-to-date knowledge of SEND legislation, the SEND Code of Practice, and Local Authority guidance, proactively advising senior leaders of any changes impacting statutory compliance.

Person Specification

Educational Attainment and Qualifications

Educated to A Level or equivalent (essential).
Recognised teaching qualification, such as PGCE or equivalent (desirable).
SENCo qualification (desirable)

Experience, Knowledge and Skills

- Experience in coordinating EHCPs and managing the Annual Review process in an educational setting.
- Excellent knowledge of the SEND Code of Practice (2015) and statutory requirements related to EHCPs.
- Outstanding organisational and administrative skills, with a keen eye for detail.
- Strong written and verbal communication skills, including confidence in chairing meetings with multiple stakeholders.
- Ability to work independently, prioritise tasks and manage sensitive information with discretion.
- A commitment to inclusive education and a reflective approach that aligns with Quaker principles.
- Confidence working with local authorities, families, and multidisciplinary teams in a respectful and professional manner.
- Proficiency in using digital tools for data management, report writing, and tracking provision.

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.