



# HARDENHUISSH SCHOOL

*"A High Performing Academy"*

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## Job Description & Person Specification

<b>Job title</b>	SEN ICT and Access Arrangements Coordinator and Nurture Supervisor
<b>Hours of work</b>	35 hours per week, term time only 8am to 3.30pm Monday to Friday (30-minute unpaid break daily)
<b>Employment status</b>	Permanent
<b>Grade</b>	Grade F - £25,119 to £26,421 pro rata
<b>Actual salary</b>	<b>£20,437 to £21,986</b>

### **Safeguarding children, young people and vulnerable adults**

Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Job Purpose**

The postholder will be a dedicated and proactive member of Support Staff who will oversee ICT provision and coordinate exam access arrangements for pupils with Special Educational Needs (SEN). The post holder will need to be a dynamic inspirational and resilient individual with excellent interpersonal skills, strong organisational abilities, and exceptional ICT knowledge to ensure the effective support of and provision for SEN pupils in their educational journey.

### **Responsible to**

Debbie Bennett, Special Educational Needs Coordinator

Andrea Gould, Business Manager has overall responsibility for all school support staff

### **Responsibilities**

The post holder will ensure SEN pupils who use a laptop or tablet as their usual way of working are supported to do so successfully (with software installed that best meets each pupil's individual needs and pupils guided on how to use this software to complete, save and share their work with teachers). The post holder will also coordinate and implement exam access arrangements for SEN pupils, ensuring compliance with regulatory requirements; working closely onsite with the SEN Coordinator to identify and assess the specific needs of SEN pupils for exams and liaising with the exams office to secure appropriate provision as well as ensuring all necessary documentation and evidence are prepared and submitted in a timely manner.

The post holder will be based in the school's Nurture room and will also support with the supervision of pupils who are accessing this provision.

### **Contacts**

Effective working relationships will need to be formed with all Learning Support staff (specifically, Deputy SENCO, SEN Administrator, Teaching Assistants and Nurture supervisor), and key members of the support staff (e.g., Exams Officer, ICT helpdesk) as well as with parents.

### **Key Tasks related to SEN ICT accessibility:**

1. Assist students in learning and using Microsoft accessibility features such as Immersive Reader, Dictation, Magnifier, and more.
2. Provide one to one and group training sessions on using accessibility tools.
3. Tailor support strategies to individual student needs, ensuring personalised and effective assistance.
4. Help pupils, staff and parents to understand how to use accessibility features in word and other programmes such as ClaroRead.
5. Demonstrate how to use an Exam-style Reader Pen where appropriate.
6. Help pupils and parents understand how to access school systems from home.
7. Liaise with the SENCO and Helpdesk to log all pupils with SEN who have laptops, including those belonging to the pupil, the SEN department and the school.
8. Liaise with parents regarding arrangements for repairs on laptops, if required, in line with Acceptable User Policy.
9. Liaising with teaching and Teaching Assistants in order that their teaching and support can be enhanced by understanding the pupil's needs and strategies related to ICT.
10. Develop and distribute instructional materials and guides to enhance understanding and utilisation of accessibility tools in classrooms

### **Key tasks related to Access Arrangements Coordination:**

1. In close liaison with the SENCO gather feedback from staff regarding pupils' normal way of working related potential exams access arrangements.
2. In liaison with the SENCo organise the priority schedule for assessment and liaise with relevant staff.
3. Maintain spreadsheet to inform priority list of pupils for assessment.
4. Contribute to the completion of the full range of forms associated with applications for EAAs.
5. Liaise with parents regarding evidence required for access arrangements – for example feeding back / requesting evidence of medical diagnosis.
6. Completion of the APAAC Award (Award for Proficiency of Access Arrangements Coordination).
7. Preparing the documents to be used for online applications, including pupils' signatures for DPNs (Data Protection Notice). Ensure the full pack for each pupil meets JCQ regulations before passing through to the exams office.
8. Apply via the JCQ portal for Access Arrangements online with support of Exams Team.
9. Keep up to date records of applications sent to the Exams Office using the system in place.
10. Liaising with the SENCo, exams office and TA Manager where necessary to ensure that pupils have the EAAs they are entitled to.
11. Coordinate the provision of necessary resources, such as assistive technology and examination materials in alternative formats (e.g., Braille, enlarged print).
12. Train staff, such as readers and scribes, to support students during exams.
13. Monitor and evaluate the effectiveness of exam access arrangements and make improvements as necessary.

### **Key Tasks related to working in the Nurture base:**

1. Use a wide range of strategies to work with pupils experiencing high levels of anxiety and challenging behaviour
2. Answer questions parents may have or be able to sign-post them to the appropriate person
3. Provide learning support to pupils in the Nurture room
4. Design resources which support making choices and reviewing situations
5. Re-focus students who have experienced difficulties with education and relationships with an aim to reintegrate into mainstream school where appropriate
6. Contribute to the staffing of the 'Open House' provision at break and lunchtime
7. Ensure factual records of all pupil contact and issues are recorded on CPOMS (communication software system); manage the process of keeping clear, accurate records of

all actions taken with identified pupils and sharing these with those that need to know (e.g. SENCO, Exams office, SEN staff, Curriculum Leaders, Learning Managers, Pastoral Managers, Tutors, class teachers and teaching assistants).

8. Provide colleagues with relevant knowledge of pupils so that their teaching can be adapted for greater success.
9. Apply the school's values and aims in all aspects related to pupil welfare and progress
10. Follow the school's guidelines on issues relating to safeguarding and child protection
11. Attend and contribute to meetings as required.

### **Other Duties**

This job description is intended as a guide to the general duties required of the post.

The postholder may be required to undertake training and perform duties other than those given in the job description (such as exam invigilation). The duties and responsibilities attached to posts may vary from time to time. Such variations are a common occurrence and would not justify the re-evaluation of a post. Where a permanent and substantial change in the duties and responsibilities occurs, then the post would be eligible for re-evaluation.

### **Disclosure and Barring Service**

The nature of the work requires that the postholder has undergone checks by the Disclosure and Barring Service and has enhanced clearance.

### **Equal Opportunities**

All employees have a responsibility to understand and abide by the obligations laid down in the school's equal opportunities policies.

### **Health and Safety**

All employees have responsibility for their own health and safety and for that of others who may be affected by their acts, or omissions. Staff are required to adhere to all health and safety regulations, guidance and procedures at all times.

### **Data Protection**

All employees of the School are expected to conform to Data Protection legislation and only divulge confidential information of any sort, in relation to the School's business, to authorised third parties, in accordance with the current pertaining Data Protection Policy, Freedom of Information Policy and Security of Information Policy, all of which are available on the School's website and will be issued to you in September. All staff are required to read these policies annually and to adhere to them.



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## Person Specification

Qualifications	Essential	Desirable
At least 5 GCSEs or equivalent at C grade or above to include English and Maths	•	
Study at Level 3 (Advanced level or equivalent)		•
APAAC Award		•
Experience	Essential	Desirable
Proficiency in using Microsoft Office 365 and Windows accessibility features.	•	
Experience with use of the ICT within an organisation	•	
Experience of working with children/young people of secondary age in a paid, voluntary or domestic setting	•	
Experience of working within a secondary school environment	•	
Experience of supporting pupils with a wide range of SEN	•	
Understanding and use of JCQ Regulations for Exams Access Arrangements.		•
Personal Qualities	Essential	Desirable
Enjoy working within an education setting	•	
Ability to work under pressure, prioritise and meet deadlines	•	
Effective communication skills	•	
Flexible approach to work patterns and duties carried out	•	
Ability to help resolve conflict and deal sensitively with difficult situations	•	
Highly organised	•	
Ability to problem solve and show initiative	•	
Computer literate with the ability to undertake administrative tasks and create resources electronically	•	
Strong team player	•	
Ability to use own initiative and make sound independent decisions	•	
Strong work ethic and high personal expectations	•	
Clear understanding of and respect for confidentiality	•	
Positive attitude to personal and continuous professional development	•	
A friendly disposition and good sense of humour	•	
Smart appearance	•	
Have a flexible attitude to ad hoc tasks	•	
Commitment to high standards	•	