

JOB DESCRIPTION

Job title:	Assessment and Remote Learning Coordinator	
Post number:	1	
Grade:	P02 Outer London SP 29 - 32	
Contract	Permanent	
Hours:	36 hours per week, term-time plus 5 INSET days	
Responsible to:	Head Teacher/ Head of School	
Responsible for:	Attendance and Engagement Workers	
Job purpose:	<p>To lead on SEND assessments, student information, and intervention support as part of Croydon's Fair Access Protocol (FAP) process with the primary aim of integrating students into their named mainstream school. The role requires effective use of assessment data to track student progress and set targets which will be shared with mainstream partners.</p> <p>The role will contribute to high-quality provision, including reintegration support, working with the wider team to ensure pupils are well supported both in the provision and during transitions.</p>	
Key internal contacts:	Senior Leadership Team SEN Team Administrative and Business Support Team	Classroom Support Team Students Teachers
Key external contacts:	Stakeholder Schools Agencies Croydon FAP	Parents/Carers Outside Providers
Special consideration:	Hold a clear Enhanced DBS check	

Specific duties:**Assessment and Student Coordination**

- Coordinate the assessment of students referred to SVC through Croydon FAP, ensuring comprehensive evaluation within the six-week assessment period
- Conduct and coordinate a range of assessments and screeners appropriate to individual student needs
- Compile detailed reports and evidence-based insights into each student's educational needs, strengths, and required support strategies for mainstream schools
- Maintain accurate and up-to-date student records, tracking progress throughout the assessment period
- Use assessment data effectively to set appropriate targets and monitor student progress
- Prepare comprehensive handover documentation for mainstream schools, including recommendations for ongoing support

Remote Learning Provision

- Onboard students to the remote learning platform, ensuring they can access all lessons via G-Suite
- Coordinate the delivery of at least 12 hours per week of core curriculum (English, Mathematics, Science) plus PSHE and one-to-one sessions
- Monitor student engagement and attendance in remote learning, addressing barriers promptly
- Liaise with the Engagement Worker to arrange home visits when students are unable to access remote learning
- Ensure safeguarding protocols are adhered to at all times for students learning remotely
- Adapt remote learning provision to meet individual student needs, including those with SEND
- Maintain regular communication with students and families to support engagement

SEND and Inclusion

- Lead on SEND assessments for students in the Assessment Centre
- Identify emerging or changing needs quickly and accurately
- Work closely with the SENCO and other specialists to ensure appropriate support is in place
- Ensure reasonable adjustments are made in accordance with the Equality Act 2010 and SEND Code of Practice
- Contribute to Education, Health and Care Plan (EHCP) assessments and reviews where appropriate

Multi-Agency Working

- Liaise effectively with Croydon FAP coordinators and mainstream school staff
- Work collaboratively with the Engagement Worker, Induction/Reintegration Coordinator, and other SVC staff
- Share information appropriately with external agencies, including social care, educational psychologists, and health professionals
- Attend multi-agency meetings as required to support student transitions

Safeguarding

- Ensure all safeguarding protocols are followed for students learning remotely or unable to attend on site
- Monitor student wellbeing and report concerns in line with SVC's safeguarding procedures
- Work with the Designated Safeguarding Lead to ensure students are safe and supported

- Maintain awareness of students who may be at risk due to their circumstances

Reintegration Support

- Support the smooth transition of students back to mainstream schools or into on-site provision at SVC
- Provide ongoing support and guidance to mainstream schools following student placement for a period of up to six weeks
- Monitor student progress post-transition and provide additional support in collaboration with mainstream school where needed
- Contribute to the evaluation and improvement of the assessment and reintegration process

General Responsibilities

- Maintain professional standards and contribute to the positive ethos of SVC
- Participate in training and professional development opportunities
- Attend staff meetings, training sessions, and other meetings as required
- Undertake any other duties commensurate with the grade and nature of the post

Management

- Manage the Assessment Team through the performance management scheme by monitoring performance, workload, conducting regular one to ones and addressing any underperformance issues in line with Trust policy.
- Support the professional development of team members, identifying training needs and facilitating access to CPD opportunities relevant to their professional development.
- Monitor staff attendance within the team by conducting return-to-work interviews and ensuring compliance with the Trust's Managing Sickness Absence Procedure.
- Take appropriate action to support staff wellbeing, resolve issues early and escalate complex concerns to senior leadership as needed.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.

Trust

- Promote the Trust's core themes of working with vulnerable young people and helping them to flourish;
- Promote the safeguarding and welfare of children and young people; Complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety);
- Ensure high standards of behaviour and dress are maintained.

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Review:

This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the School in relation to the post-holder's professional responsibilities and duties.

I confirm that I understand and agree the duties of this job description.

Signature:

Print name:

Date:

Manager's signature:

Print name:

Date:

PERSON SPECIFICATION
Assessment Remote Learning Coordinator

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Qualifications and Experience	Assessment Method
<p>Essential:</p> <ul style="list-style-type: none"> • Good standard of general education with at least GCSE grade C/4 or above in English and Maths or equivalent. • Qualification in SEND, educational psychology, or related specialism • Evidence of ongoing professional development relevant to SEND, assessment, and vulnerable learner • Experience of running SEND assessments • Experience working with children and young people with complex needs <p>Desirable:</p> <ul style="list-style-type: none"> • Degree or equivalent qualification in education, psychology, social work, or related field • Experience working with Croydon FAP or similar fair access arrangements • Experience of reintegration support and transition planning • Experience conducting home visits or outreach work 	<p>Application form Certificates Interview</p>
Skills and Abilities	
<p>Essential:</p> <ul style="list-style-type: none"> • Excellent report writing and communication skills • Strong organisational and time management skills • Ability to analyse and interpret assessment data or similar setting • Ability to undertake comprehensive assessments of young people. • Ability to deliver or coordinate remote/ online learning • Ability to work effectively as a member of a multi-agency team. • Ability to build good working relationships and engage young people and their families. • Ability to work independently and consult relevant professionals on complex cases. • Ability to plan and manage a caseload under pressure. • Ability to record information in an accurate and timely manner. 	<p>Application form Supporting statement Interview In-tray exercise</p>
Knowledge	

<p>Essential:</p> <ul style="list-style-type: none"> • Strong understanding of SEND Code of Practice and assessment procedures • Knowledge of safeguarding procedures and protocols, particularly for remote learning • Proficiency in G-Suite for Education and other digital learning platforms • To have a strong working knowledge of IT e.g. Word, Outlook, Excel, Powerpoint and Zoom/Microsoft Teams <p>Desirable:</p> <ul style="list-style-type: none"> • Knowledge of trauma-informed practice • Understanding of curriculum requirements for English, Maths, Science, and PSHE at secondary level 	<p>Application form Supporting statement Interview In-tray exercise</p>
Special Conditions	
<p>Essential:</p> <ul style="list-style-type: none"> • Willing to undertake an Enhanced DBS check. <p>Desirable:</p> <ul style="list-style-type: none"> • Hold a current driving license and use of own transport. • To be a qualified first aider, or willing to attend training. 	<p>Supporting statement</p>