



Stockport School

Job Description

SEND – Assessment and Access Arrangement Coordinator

Salary: Scale 5, Points 12-17

Hours: 32.5 hours per week, Term time only
8.30am – 4.00pm (Monday–Friday)
(20 minute & 40-minute unpaid break each day)

(With opportunity for additional paid overtime to supervise interventions, student enrichment clubs, lunch duties, and student work at lunchtime and after school).

Post Reports to: Director of SEN (SENCO) or SLT Line Manager

Main Purpose of the Post:

In support of our inclusive whole school approach for the effective delivery of adaptive teaching and learning and the development of independence amongst students, the SEND – Assessment and Access Coordinator role, will be to further develop and enhance our SEND provision across the school.

Overall Responsibility for:

The oversight, coordination and delivery of SEN/D Assessment and Access Arrangements across the school in close collaboration and agreement with the Director of SEND (SENCO), Exams Officer, ICT department, Directors of study and according to the requirements of the Code of Practice and JCQ Regulations.

- To coordinate highly effective assessment of SEN across the school.
- To provide highly effective coordination of access arrangements for internal and external examinations across the school.
- To advise on strategies to increase the engagement with access arrangements across the school.
- To contribute to school strategic and development planning in the areas of assessment of SEN, and access arrangements.
- To provide highly effective coordination of the ASD and ADHD referral systems.

Specific Responsibility for:

- a) Coordination of individual assessment plans for students identified as having possible SEN.
- b) Coordination and delivery of SEND Statutory Testing for Access Arrangements.
- c) Advising on appropriate Access Arrangements based on need
- d) Coordination of Access Arrangements and GCSE Examination Support for SEND Students.
- e) Administration of the Access Arrangements documentation and application process.
- f) Supporting formal applications to JCQ for Arrangements that are not centre delegated.
- g) Completing any additional documentation required by JCQ in regards to Access Arrangements.
- h) Entry to and maintenance of accurate information on school information management systems.
- i) Coordinate regular meetings with students identified as eligible for Access Arrangement to train and advise on effective use.
- j) Monitoring of the use of access arrangements in classrooms and examinations across the school.
- k) Sharing of processes, information, and strategies for effective use of Access Arrangements with staff involved in the delivery of access arrangements across the school.



POSITIVITY

RESPECT

OPPORTUNITY

UNITY

DETERMINATION





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- l) Coordination of ASD & ADHD Referrals.
- m) Completing observation / conversation with students exhibiting traits of ADHD/ASD / Attachment Disorders.
- n) Completing the internal Referral cycle for student identifying ASD/ADHD Traits.
- o) Completing external referrals to CAMHs / Private companies for student identifying ASD/ADHD Traits.

Liaison and Collaboration with:

- a) Liaison with the Director of SEND (SENCo)
- b) Liaison with the Specialist SEND Teacher regarding SEND Needs Assessments
- c) Liaison with the SLT Lead for Examinations and the Examinations Manager regarding the effective implementation of Exam Access Arrangements.
- d) Liaison and Coordination of Support with the Assistive Technology Technician.
- e) Liaison with the SEND Year Team Leaders.

In addition, the post holder will also be expected to speak and meet regularly with their line manager to coordinate and share consistent information, to ensure consistent quality assurance of provision.

Attendance at:

- a) Attendance at examination meetings, as arranged or scheduled.
- b) Attendance at the SEN/D Panel, as arranged or scheduled.
- c) Regular meetings with Assistive Technology Technician and their line manager.

Core Duties and Responsibilities

- To support teaching, learning and progress, and the development of independent learning skills of students with additional learning needs, particularly including those with EHCPs and those at SEN School Support.
- To Support students with additional learning needs and particularly those who have a Special Educational Needs Education Health Care Plan (EHCP).
- To liaise and communicate effectively and proactively in conjunction with Teaching staff in the support of students with additional learning needs and particularly those with EHCPs.
- To work as part of a team to ensure that the wellbeing and personal development of the student enhances their learning opportunities, independence and life skills.
- To provide regular feedback to the SENCO about any student's difficulties and progress.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the students' needs but have regard to the safeguarding procedures of the school.
- To liaise and communicate effectively with the parents/carers of assigned students.
- To liaise and communicate with internal staff and outside agencies as required.
- To carry out duties as directed by the SENCO, Senior Line Manager or Headteacher.
- To undertake such other duties related to the school and appropriate to the school.

Health and Safety

- Co-operate with the employer on all issues to do with Health, Safety & Welfare.





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Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development.
- Undertake any necessary professional development as identified in the School Development Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Other Professional Responsibilities

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headteacher or line manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Job description agreed correct by:

Post Holder:

Signed:

Date

Headteacher:

Signed:

Date

Date: April 2025

