



Job Title: Schools Placement Officer

Reports to: Headteacher

Location: Trinity Special School (SEND)

Grade/Salary: S02

Job Description

Job Purpose

To lead the coordination and strategic management of pupil placements, SEND consultations, tribunal processes, and transitions across all key stages, including post-16 and post-19. This role is critical in ensuring that all placements are appropriate, sustainable, and aligned with EHCP requirements. The Placement Officer will act as a key liaison between the school, local authorities, families, and external agencies, ensuring compliance with statutory responsibilities while supporting the leadership team in meeting the school's strategic objectives and driving continuous improvement.

Key Responsibilities

Strategic Placement Coordination

- Lead the strategic planning and operational management of pupil placements across the school, ensuring all decisions are aligned with EHCP specifications, student needs, and capacity planning.
- Act as a key point of contact with local authorities for placement negotiations, ensuring that the school's needs and resources are accurately represented and understood.
- Analyse and report on placement trends, capacity data, and transitions to inform school improvement planning and resource allocation.

SEND Consultations and Tribunals

- Manage the end-to-end process of SEND consultations and appeals, ensuring responses are evidence-based, timely, and meet all statutory requirements.
- Prepare and submit detailed, legally compliant documentation for SEND tribunals, working in collaboration with internal and external professionals, including expert witnesses and legal representatives.
- Support and represent the school in SEND tribunal hearings alongside relevant senior leaders, ensuring the school's position is clearly articulated and supported by robust evidence.

Transitions and Post-16/19 Planning

- Lead and coordinate smooth, effective transitions at all stages (entry, internal movement, and exit), including planning for new starters and facilitating internal phase changes up to Year 14.
- Oversee post-16 and post-19 transition pathways, including maintaining an accurate and up-to-date record of NEET students and tracking their outcomes.
- Establish strong links with further education providers, training organisations, and adult services to ensure seamless post-19 transitions and long-term positive outcomes for students.

Compliance, Monitoring, and Reporting

- Ensure that all placement decisions, tribunal processes, and transitions comply with statutory requirements, safeguarding protocols, and GDPR regulations.
- Maintain accurate, secure databases and trackers for consultations, tribunals, placements, transitions, and NEET students.
- Produce regular reports and strategic updates for SLT and Governors to support data-informed decision-making and demonstrate impact.

Support for Leadership and School Development

- Provide professional administrative and strategic support for the implementation and evaluation of the School Development Plan, particularly in relation to SEND provision and pupil progress.
- Assist the Headteacher with complaints investigations, including evidence gathering, confidential minute-taking, and reporting in accordance with school and local authority policies.
- Collaborate with the Senior Leadership Team to review placement and tribunal data to inform resource planning, professional development needs, and curriculum adjustments.

Stakeholder Engagement and Communication

- Serve as a key liaison for parents/carers, offering clear and empathetic guidance on placement options, tribunal procedures, and transitions.
- Build strong partnerships with external stakeholders including local authority officers, specialist provision panels, and social care professionals.
- Ensure all communications reflect the school's values and commitment to inclusion, safeguarding, and excellence in SEND provision.

Personal Specification

Essential (E) / Desirable (D)

Knowledge and Skills

Strong working knowledge of the Children and Families Act 2014 and the SEND Code of Practice (2015), and how they apply to educational placements.	E
Strong knowledge SEND processes and pupil placement procedures within a school setting, preferably in a senior role.	E
Understanding of the EHCP process, from consultation to review and transition.	E
Proficiency in school management information systems (e.g., SIMS, Arbor, or equivalent), with the ability to analyse and manage student data.	E
High level of computer literacy, including use of Microsoft Office (Word, Excel, Outlook, PowerPoint).	E
Familiarity with safeguarding legislation and protocols in relation to SEND students.	D

Communication and Interpersonal Skills

Excellent written and verbal communication skills, with the ability to draft formal documentation, reports, and correspondence to professional standards.	E
Ability to communicate with clarity and sensitivity when dealing with families, local authorities, and external professionals	E
Skilled in handling confidential information and complex cases with discretion and professionalism.	E
Ability to deliver presentations or contribute confidently to multi-agency or tribunal meetings.	D

Organisational and Strategic Abilities

Exceptional organisational skills, including the ability to manage competing priorities, meet statutory deadlines, and maintain accurate records.	E
Meticulous attention to detail, especially when managing documentation for legal or tribunal purposes.	E
Proactive and solutions-focused, with the ability to anticipate issues, mitigate risks, and support strategic decision-making.	E
Experience supporting or contributing to school improvement plans or audits (e.g., Ofsted, local authority reviews).	D

Personal Qualities

Resilient, flexible, and able to remain calm under pressure in high-stakes or emotionally charged situations.	E
Demonstrates a strong commitment to inclusion, equality, and the best outcomes for young people with SEND.	E
Able to work independently while being a collaborative and supportive team member.	E
Committed to ongoing professional development and staying updated on SEND policy and practice.	D

Qualifications

Relevant qualification in education, administration, or a related field (e.g., NVQ Level 3 or above, BTEC, or equivalent experience).	E
Evidence of continued professional development relevant to SEND, education law, or placement coordination.	E
Higher-level qualification in SEND, education management, or related field (e.g., Foundation Degree, Level 4/5 in SEND or Education Leadership).	D
Safeguarding training (e.g., DSL training, Level 2/3 in Child Protection) within the last two years.	D
Certification or training in data protection/GDPR and managing confidential information.	D