

Job Description

Department:	People and Communities
Division/Section:	School Standards and Effectiveness Peterborough Virtual school for Children in Care
Job Title:	Education Advisor for Secondary Aged Children in Care
Post No:	013151
Grade:	11
Reports to:	Headteacher of Peterborough Virtual School
Organisation Chart: Show immediate manager and any jobs reporting to this post.	Director of Education Peterborough and Cambridgeshire Assistant Director (School Improvement) Headteacher of Peterborough Virtual School Jobs reporting to this post: Secondary & Post 16 Education Support Worker
DBS Check applicable?	Basic <input type="checkbox"/> Standard <input type="checkbox"/> Enhanced <input type="checkbox"/> None <input type="checkbox"/>
	Is post exempt under the Rehabilitation of Offenders Act 1974 in respect of declaration of spent convictions? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Line Management responsibility for:	No. of direct reports: 1 No. of indirect reports: 30+ Designated Teachers
Size of budget:	- state whether <i>accountable</i> for (i.e. budget holder) or <i>accounting</i> for (e.g. monitoring) Accounting for the use of secondary pupil premium budget - £2,410 per child – up to 150 children
Job Purpose:	To have responsibility for ensuring secondary school aged, care experienced children have a high quality, aspirational education which meets their holistic needs in a safe environment and relationally driven culture.

Main Duties and Responsibilities:

To improve educational outcomes for secondary-aged care experienced children (CEC) by:

- Offering appropriate support and professional challenge to influence the practice, policy and culture of education settings promoting a safe environment, relational practice and an aspirational education;
- Leading and reviewing Designated Teacher (DT) Meetings;
- Analysing and monitoring DT Meetings ensuring agreed actions are completed and impactful;
- Leading and support training for social care colleagues, Designated Teachers or named support, PVS team and other stakeholders.
- Supporting the work of PVS colleagues with Multi-Academy Trusts
- Ensuring that every child has an educational placement which reflects their particular needs;
- Working collaboratively with PVS team to quality-assure completed ePEPs and approve Pupil Premium Plus (PP+) funding requests ensuring children have access to a high quality, aspirational education which meets the child's holistic needs;
- Supporting and contribute to the ePEP system, offering training and support to stakeholders (e.g. Social Workers, DTs and Carers).
- Monitoring the academic progress and attendance of children in care, liaising with colleagues in other services to ensure that early intervention maximises attendance and avoids suspensions and permanent exclusions.
- Recording all work undertaken with children in care on ePEP or the social care reporting system, Liquid Logic, maintaining accurate client records. Work with partners to ensure effective sharing of information within established protocols and support all concerned to meet statutory requirements in respect of completion of ePEPs within timescale.
- Offering appropriate support and professional challenge to Designated Teachers and other education colleagues where children are experiencing distress and dysregulation which is impacting on their ability to engage with education and maintain positive relationships.
- Ensuring, when a child changes education setting, educational information is exchanged in a timely fashion and there is continuity of support.
- Ensuring that at educational transition points, all children in care have an appropriate destination and relevant educational information about every child is transferred to the receiving setting, and a personalised transition plan put in place.
- Providing advice on educational issues to social care staff and work closely with them to ensure that educational issues are appropriately prioritised in planning for children in care.
- Ensuring, where required, children in care have access to high-quality and impactful tuition and contribute to systems monitoring the oversight of all tuition

- Leading on submissions to, and attending PVS Complex Case and Funding Panel giving settings access to an additional level of support for children in care
- Having oversight of, analyse and report termly to the leadership team on the educational characteristics, attendance, attainment, progress and engagement of a given cohort of children to inform the PVS offer
- Providing an annual report on the attendance, attainment, progress and engagement of a given cohort of children to the Virtual School Headteacher for inclusion in reporting to Corporate Parenting Panel and senior managers.
- Actively participate in team meetings, training days and other Virtual School activities, as directed, in order to support the development of the Virtual School.
- Participating in regular supervision sessions with line manager and fully engage with the performance management process.
- Undertaking an additional substantive area of responsibility to support the Virtual School's wider development impacting on knowledge, understanding and behaviour of key stakeholders
- Maintaining an understanding of published research, the work of other virtual schools and current government direction with regard to the education of children in care.

Generic Responsibilities:	<p>To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.</p> <p>To comply with all Health & Safety at work requirements as laid down by the employer.</p> <p>The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.</p>
Flexibility Clause:	<p>Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.</p>
Variation Clause:	<p>This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.</p> <p>In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation.</p>

DATE:
20.02.2022

COMPLETED BY:
Dee Glover

Version: 2	Date Issued: November 2018	Review Date: November 2019
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Person Specification

GRADE: 11

POST NO: 013151

DEPARTMENT:

**People and
Communities**

**HOURS: Full time
37 hours**

**DIVISION:
Peterborough
Virtual School for
Children in Care**

**DIRECTOR:
Jonathan Lewis**

DATE: 12.01.23

**COMPLETED BY:
Dee Glover**

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
KNOWLEDGE	<p>Knowledge of trauma-informed approaches and practice to support children’s education</p> <p>Up-to-date knowledge and understanding of relevant legislation and national guidance in respect of children in care and previously in care, including the roles of the Local Authority and the Designated Teacher</p> <p>Knowledge of appropriate support systems and effective interventions available for supporting children in care and those previously in care</p> <p>Up-to-date knowledge and understanding of safeguarding requirements</p> <p>Knowledge of secondary school curricula and assessment and tracking systems</p> <p>Knowledge of potential challenges faced by secondary school aged children</p> <p>(A/I)</p>	<p>Knowledge of current working practices in Social Care and understanding of how the care system can affect the life and educational chances of young people</p> <p>Knowledge of emotion coaching practice</p> <p>Knowledge of how attuned connections are integral to the well-being of all care experienced children</p> <p>Knowledge of how high-quality tuition can accelerate progress</p> <p>Understanding the benefits of enrichment activities to support the holistic needs of care experienced children</p> <p>Understanding of the national education agenda across phases, including SEN (Special Education Needs) legislation and guidance</p>

<p>SKILLS & ABILITIES</p>	<p>Ability to work collaboratively, influence, challenge and support colleagues from a range of different disciplines</p> <p>Ability to demonstrate an understanding of individual needs, facilitate decision making and engender motivation in others</p> <p>Ability to work on your own initiative</p> <p>Ability to keep high-priority tasks in focus in the face of other conflicting pressures and priorities</p> <p>Ability to form and maintain positive working relationships with a wide range of professionals</p> <p>Ability to report write, make presentations, and chair meetings</p> <p>Able to communicate effectively in all the usual media with a wide range of audiences</p> <p>Excellent IT skills</p> <p>(A/I)</p>	<p>The ability to assimilate information from multiple sources, identify options and make clear recommendations</p> <p>The ability to solve problems and to foresee and take appropriate, corrective action to address potential problems</p>
<p>EXPERIENCE</p>	<p>Recent experience of working within a school or other education setting or virtual school</p> <p>Experience of developing effective working relationships and partnership with other professionals to improve educational outcomes</p> <p>Experience of monitoring and reporting on educational data (e.g. attainment, attendance and cohort characteristics)</p> <p>Experience of working within a project or intervention to improve educational outcomes</p> <p>(A/I)</p>	<p>Experience of inter-agency partnership work</p> <p>Recent experience of working within a nurturing school environment</p> <p>Experienced emotion-coaching practitioner</p> <p>Experience of giving support and/or professional challenge to improve outcomes for a child</p> <p>Recent partnership working with a virtual school, including the PEP process</p> <p>Recent experience of effectively supporting children in transitions</p> <p>Experience of leading a project or intervention to improve educational outcomes</p> <p>Recent experience of delivering training</p> <p>Listening to and acting upon a child/young person's views</p>

QUALIFICATIONS	Graduate or equivalent (A)	Qualified Teaching Status Additional qualifications relevant to children in care or vulnerable groups
PERSONAL CIRCUMSTANCES	Ability to work flexibly and to travel within and out of the city and out of normal working hours, as required. (A & I)	
EQUALITY	Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying equal opportunities. (A & I)	
CUSTOMER CARE	Knowledge and understanding of effective customer care (A & I)	

*[At the end of each criteria the following codes are used to indicate how the criteria will be assessed:
(AI) Application / Interview, (P) Presentation, (W) Written Test.]*