

Job Description

Department:	Children and Young People's Services
Division/Section:	Peterborough Virtual School
Job Title:	Virtual School Assistant Head Teacher
Post No:	New Post
Grade:	13
Reports to:	Head Teacher of Peterborough Virtual School
Organisation Chart: Show immediate manager and any jobs reporting to this post.	<pre> graph TD A[Service Director for Education] --> B[Virtual School Head Teacher] B --> C[Virtual School Assistant Head Teacher] C --> D[Education Advisors/Officers x3] </pre>
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: 3 No. of indirect reports: 0
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 Pupil Premium Plus Grant for Children in Care - £2,530 per child. (Jan 2024 = 367 children on Virtual School roll)
Job Purpose:	The Assistant Head Teacher will play an imperative role in the operational delivery and strategic influence of the Virtual School. This will include supporting cultural shifts and embedding the role of the corporate parent with key partners in education and social care.

The role will take responsibility for the management of a team of Education Advisors/Officers within the service and ensure, through effective leadership, that they are able to respond to the needs of Children Known To Social Care (ever-CiN).

The Assistant Head Teacher will have an important role in ensuring the partnership working across the services within the Local Authority are developed and maintained to deliver a better and more integrated approach to service delivery in order to achieve high quality outcomes for children.

The postholder will use their skills and expertise to drive and support the Education Advisors/Officers to deliver on the service's statutory obligations, processes and procedures, enabling them to contribute to an effective service delivery and uphold the standards that are required to achieve good outcomes for children, families and schools.

Main Duties and Responsibilities:

Leadership & Management

Provide strong specialist leadership and management of a multidisciplinary team within Peterborough Virtual School. Undertake the full cycle of management responsibilities such as Our Conversations, managing recruitment and selection and induction of new staff.

Support recruitment and induction processes to ensure all appointed staff have the appropriate level of expertise and are familiar with national and PCC policies, protocols and practice standards.

Keep accurate and detailed records as required by the Virtual School Head Teacher; this will include recording outcome measures and termly reporting on statutory duties and key performance indicators.

Ensure that the work of the team is demonstrating the impact that is required to deliver positive outcomes to children, families and schools.

Ensure robust mechanisms are in place for coproduction of service delivery and gathering feedback from colleagues within education and social care, carers, children and young people on the performance of the service and service improvements.

Service Delivery

To manage the delivery of a high quality and effective service that responds to the needs of children known to social care (ever-CiN) in a timely manner within statutory guidelines and service specifications.

Lead and manage a team of Education Advisers/Officers, having oversight of and supporting their work around a group of schools, settings or individual children to ensure access and inclusion and empower the school leaders to maximise educational outcomes for children within the remit of Peterborough Virtual School.

Ensure that the team are delivering on core and statutory duties and specialist areas. This includes Personal Education Plans (PEPs) and the allocation of the Pupil Premium Plus (PP+) budget, are met, are of a high quality and comply with Virtual School service expectations. Implement policies and procedures in response to statutory guidance, local policies and the needs of children known to social care (ever-CiN).

In line with organisational priorities, assume enhanced responsibilities with regard to autonomous decision making and the management of risk, this will include deputising for the Virtual School Head Teacher and Deputy Head Teacher required.

Lead on the creation and delivery of team development plans that reflect Virtual School service plans and are informed through robust analysis and scrutiny of data.

Analyse the impact and continue to improve outcomes for children and young people in line with the Peterborough Virtual School development plans and Local Authority performance indicators.

Work closely with key partners within and beyond the Local Authority to target support where needed and manage resources accordingly to minimise drift and promote best practice.

Ensure that key partners and other stakeholders hold a good working knowledge and understanding of the statutory guidance, processes, involvement, roles and responsibilities to promote educational outcomes for all children known to social care (ever-CiN). Identify where areas of stakeholder engagement can be improved and implement strategies to ensure that the understanding and knowledge is there.

Identify, develop and deliver training to key stakeholders including schools and social care to impact culture, policy and practice, with specific reference to children known to social care (ever-CiN).

Strategic Working

Work as part of the Virtual School Extended Leadership Team, with a focus on the development of the specific multidisciplinary team within the context of the wider Virtual School.

Make significant contributions to the wider work of the Virtual School by leading aspects of strategic and operational development which have impact beyond the work of the immediate multi-disciplinary team.

Plan for and oversee the strategic and operational needs of the specific multidisciplinary team within the Virtual School's long-term development plan and annual development planning cycle.

Contribute to project work within PCC through attendance at relevant meetings, researching items, undertaking allocated tasks, implementation of any changes to practice as a result of the project and evaluating impact.

Case Level Work

Support Advisors/Officers in the team to give high quality, specialist advice and support that is evidence based and designed to address the needs of children and young people, schools, settings and providers.

Offer targeted advice and guidance to Advisors/Officers within the team to support the resolution of difficult and complex situations at both child and school level. Act as a initial point of escalation; this may include attendance at professionals' meetings or further escalation within or outside of the Virtual School. Establish, use and monitor the effectiveness of mechanisms and pathways to support escalation where the need arises.

Support the entitlement of children known to social care (ever-CiN), in line with current statutory guidance and Virtual School systems and processes, offering advice to social care partners, carers and schools and settings, particularly those who have had limited recent experience of children known to social care (ever-CiN)

Review and measure the effectiveness and impact of casework against frameworks, tools and data. Report against key performance indicators.

<p>Generic Responsibilities:</p>	<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>
<p>Flexibility Clause:</p>	<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>
<p>Variation Clause:</p>	<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>

Version: 2	Date Issued: November 2018	Review Date: November 2019
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	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.
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DATE: 11.01.24

**COMPLETED BY:
Zoe Lattimer**

Person Specification

POST NO: 014867
014868
014869
DEPARTMENT:
People and Communities

GRADE: 13

HOURS: Full time
37 hours

DIVISION:
Peterborough
Virtual School for Children in Care

DATE: 11.01.24

DIRECTOR: Chris Baird

COMPLETED BY:
Zoe Latimer

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
KNOWLEDGE	<p>Knowledge of trauma-responsive and relational approaches and practice to support children’s education</p> <p>Comprehensive knowledge and understanding of relevant legislation and national guidance in respect of children known to social care (ever-CiN)</p> <p>Knowledge of appropriate support systems and effective interventions available for supporting children known to social care (ever-CiN)</p> <p>An expert knowledge of working with schools and settings as systems. Expert knowledge and experience in accessing and using relevant research, inspection and school self-evaluation evidence to justify key interventions at Local Authority, education setting and individual level.</p> <p>Good knowledge and understanding of</p>	<p>Knowledge of current working practices in Social Care and the lived experience of children known to social care (Ever-CiN)</p> <p>Understanding of how high-quality, evidence-based interventions can enhance educational progress, including knowledge of the EEF Toolkit</p> <p>Understanding of the national education agenda across phases, including SEN (Special Education Needs) legislation and guidance</p> <p>A knowledge of working with 16+ education providers as systems.</p>

	<p>budget management, development planning and project management</p> <p>Evidence of up-to-date knowledge and understanding of safeguarding requirements</p> <p>(A/I)</p>	
<p>SKILLS & ABILITIES</p>	<p>Able to lead colleagues across the Service and make efficient and effective use of the range of skills and knowledge within the team.</p> <p>Able to prioritise work, meet deadlines and utilise resources effectively in area and across the service.</p> <p>Able to meaningfully implement strategic decisions, policy and new legislation into operational practice.</p> <p>Able to engage in critical self-review and to enable others to do so in supervision.</p> <p>Able to address issues of performance fairly and competently, following the appropriate PCC procedures.</p> <p>Demonstrate a commitment to apply professional reflection as part of ongoing CPD to evidence learning from experience.</p> <p>Ability to use systems leadership skills to influence partners within and outside the Local Authority in the development and delivery of strategy</p> <p>Ensure co-production of policies/strategies with parent carers and children and young people.</p> <p>Able to demonstrate a strong commitment to multiagency working and working with partners, including schools, settings and Health.</p> <p>Inspire and motivate others, and work collaboratively and effectively with others to achieve team and organisational goals</p> <p>Able to communicate effectively in all the usual media with a wide range of audiences</p> <p>Excellent IT skills</p>	

	(A/I)	
EXPERIENCE	<p>Experience of working at a senior level in schools or within the local authority</p> <p>Experience of leading/managing a team to support the delivery of both strategic and operational outcomes</p> <p>Experience of change management and service delivery improvement, supporting individuals through change and demonstrating the values and behaviours that are necessary to lead people through periods of change management</p> <p>(A/I)</p>	<p>Experience of inter-agency partnership work</p> <p>Recent partnership working with a virtual school, including the PEP process</p> <p>Recent experience of delivering training</p>
QUALIFICATIONS	<p>Higher Degree; Masters degree; Bachelor's degree + qualification Qualified Teaching Status (A)</p>	<p>Other relevant professional qualification (including NPQs) National SENDCo Award</p>
PERSONAL CIRCUMSTANCES	<p>Ability to work flexibly and to travel within and out of the city and out of normal working hours, as required.</p> <p>(A & I)</p>	
EQUALITY	<p>Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying EDI. (A & I)</p>	
CUSTOMER CARE	<p>Knowledge and understanding of effective customer care (A & I)</p>	

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

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