

## Job Description

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| <b>Department:</b>   | People and Communities  |
| <b>Division/Section:</b>   | School Standards and Effectiveness<br>Peterborough Virtual school   |
| <b>Job Title:</b>  | <b>Virtual School Education Advisor</b>   |
| <b>Post No:</b>  |   |
| <b>Grade:</b>  | 11  |
| <b>Reports to:</b>   | Headteacher of Peterborough Virtual School  |
| <b>Organisation Chart:</b><br><br><b>Show immediate manager and any jobs reporting to this post.</b> | Service Director - Education Peterborough<br><br>Head Teacher - Peterborough Virtual School<br><br>Assistant Head Teacher – Peterborough Virtual School   |
| <b>DBS Check applicable?</b>   | Basic <input type="checkbox"/> Standard <input type="checkbox"/> Enhanced x None <input type="checkbox"/>   |
|  | Is post exempt under the Rehabilitation of Offenders Act 1974 in respect of declaration of spent convictions?<br><br>Yes <input type="checkbox"/> No X <input checked="" type="checkbox"/>  |
| <b>Line Management responsibility for:</b>   | No. of direct reports: 0<br>No. of indirect reports: >50<br>This post is responsible for the direct support and challenge of a range of key partners. Most significantly this includes Designated Teachers, Social Care colleagues, Carers and wider strategic partners. The quality assurance within Peterborough Virtual School means that key partners are accountable to Advisors within Peterborough Virtual School and escalation processes are in place where there is performance below the expected level. |
| <b>Size of budget:</b>   | Education Advisors are responsible for accounting for the allocation of the Pupil Premium Plus grant through the PEP and quality assurance process. This grant is allocated at £2630 per child in care (approx. 100 CiC per advisor) – although amounts awarded vary depending on the complexity of the need and resources requested. Additionally, advisors have oversight of budget management for specific projects which currently range between £2500-£60,000.   |
| <b>Job Purpose:</b>  | To make a positive contribution to educational outcomes for children who are known to social care. There is currently a significant gap between children who have or have had a social worker and all Peterborough children.<br><br>This role seeks to minimise and reduce that gap by:   |

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|  | <ul style="list-style-type: none"> <li>• Providing high quality support and challenge to schools, settings and other education providers in relation to children known to social care, to ensure school leadership, culture and <u>curriculum</u> design promotes high quality educational experiences and outcomes</li> <li>• Actively participate in approaches which specifically impact on provision for children who have or have had a social worker from 0-18 years, through child and/or school level targeted support</li> <li>• Working in partnership with the networks of professionals around children and schools including colleagues within the education and social care directorates, carers and partners beyond the local authority</li> <li>• Contributing to the City Council's effective delivery of its statutory and associated obligations in relation to care experienced children</li> </ul> |
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## Main Duties and Responsibilities:

### Service Delivery

- Act as the link education adviser for a group of schools, settings or individual pupils to ensure access and inclusion and empower the designated teacher to maximise educational outcomes for Peterborough Children in Care and Care Leavers. Ensure strategic priorities are translated into practical support which promote and sustain school improvement with reference to the needs of children who have or have had a social worker.
- Deliver bespoke support for Early Years providers, LA maintained schools, academies, FE providers and other education provision at both school and child level.
- Be able to demonstrate the impact of provision on improved outcomes for children and young people, as defined by Peterborough Virtual School development plans and Local Authority performance indicators and take appropriate action where necessary.
- Ensure that statutory requirements, including the completion of Personal Education Plans (PEPs) and the allocation of the Pupil Premium Plus (PP+) budget, are met, are of a high quality and comply with service expectations.
- Undertake analysis and scrutiny of data and use this to guide interventions and discussions in response.
- Work within an area of the Virtual School to ensure that strategic priorities are translated into practical support which help to promote and sustain school improvement.
- Carry out duties in the absence of other staff for a time limited period, to ensure the smooth operation of the Virtual School.
- Attend service staff meetings, training days and other Virtual School activities as directed.
- Participate in regular supervision sessions with line manager and fully engage with the performance management process.

### Partnership Working

- Develop and deliver training to key partners including education and social care to impact culture, policy and practice, with specific reference to children known to social care. Ensure that the design and preparation of professional development opportunities are in line with local and national priorities.
- Evaluate the impact of professional development opportunities and, where necessary, identify and take appropriate actions.
- Support schools and settings to promote a positive culture in which care experienced children are enabled to thrive through advisory visits, professional meetings and the production of supporting reference materials and guidance.
- Work with the relevant key partners (including those within and beyond the LA), empowering them:
  - To hold high educational expectations and ambition for Peterborough children known to social care.
  - To ensure that education is a priority, for Peterborough children in care, wherever they are placed.
  - To ensure the pupil has access to the appropriate services within and beyond the LA and that to ensure individual needs are met.

- To target support where needed and manage resources accordingly.
- To minimise drift and promote best practice.

## Strategy and Development

- Provide support in the development and delivery of improvement planning which focusses on the promotion of educational outcomes for children known to social care, including those identified by key partners within and beyond the LA as being in need of support.
- Maintain an understanding of published research, the work of other virtual schools and current government direction regarding the education of children known to social care.
- To draw on and contribute to the development and implementation of relevant strategies and plans including the Virtual School five-year development plan and other LA strategic plans.
- Make a significant contribution to the wider work of the Virtual School by undertaking an additional area of responsibility, including annual development planning, to support the Virtual School's wider development.
- Plan, implement and evaluate project work within Peterborough City Council through attendance at relevant meetings, researching items, undertaking allocated tasks. Implement changes to practice arising from project work.
- Work to empower all professionals to promote the education for children known to social care.
- Interrogate the data management dashboards to identify trends and patterns, enabling proactive and preventative interventions.

## Complex Casework

- Support the entitlement of Peterborough children in care, 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 in care.
- Contribute to the ongoing redesign of systems and processes to maximise effectiveness and efficiency of approach.
- To support the resolution of difficult and complex situations at both child and school level. This may include attendance at professionals' meetings or signposting to the relevant professional or service.
- Make use of appropriate mechanisms and pathways to access escalation where the need arises.
- Offer 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.
- Review and measure the effectiveness and impact of casework against frameworks, tools and data

## Generic Responsibilities:

To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.

To comply with all Health & Safety at work requirements as laid down by the employer.

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.

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| <b>Flexibility Clause:</b> | 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.   |
| <b>Variation Clause:</b>   | <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: 17.04.24**

**COMPLETED BY: Zoe Lattimer**

## Person Specification

**POST NO: 14634**

**GRADE: 11**

**DEPARTMENT:**

**People and Communities**

**HOURS: Full time  
37 hours**

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

**DIRECTOR: Chris Baird**

**DATE: 17.04.24**

**COMPLETED BY: Zoe Lattimer**

| ATTRIBUTES       | ESSENTIAL CRITERIA  | DESIRABLE CRITERIA   |
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| <b>KNOWLEDGE</b> | <p>Knowledge of legislation and national guidance relating to the education and care of Children in Care and children who have or have had a social worker, including the roles of the Local Authority and the Designated Teacher.</p> <p>Knowledge of working with schools and settings, including 16+ education providers as systems.</p> <p>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, including the EEF toolkit.</p> <p>Knowledge of trauma-informed and relational approaches and practice to support children's education.</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 current working practices in Social Care and understanding of how the care system can affect the life and educational chances of young people, including specific barriers and vulnerabilities faced by children known to social care.</p> <p>Good knowledge and understanding of budget management, development planning and project management.</p> <p>Understanding of the national education system and agenda for development across phases.</p> <p>Knowledge of the Code of Practice and other relevant SEND legislation and guidance.</p> |

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|                               | <p>Knowledge of key performance indicator relevant to children known to social care and the breadth of assessment systems within education.</p> <p>(A/I)</p>   |   |
| <b>SKILLS &amp; ABILITIES</b> | <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>   |
| <b>EXPERIENCE</b>             | <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 tracking and analysing of on educational key performance indicators (e.g. attainment, attendance and cohort characteristics)</p> <p>(A/I)</p>   | <p>Experience of inter-agency partnership work.</p> <p>Experience of giving support and/or professional challenge to improve outcomes for an individual child or cohort.</p> <p>Recent experience of effectively supporting children in transition.</p> <p>Recent experience of delivering training.</p> <p>Listening to and acting upon a child/young person's views.</p> <p>Experience of change management and service delivery improvement.</p> |
| <b>QUALIFICATIONS</b>         | <p>Bachelor's degree or equivalent</p> <p>Qualified Teaching Status</p> <p>(A)</p>   | <p>NPQH, NPQSL or other national professional qualification</p> <p>SENCo Award</p>  |

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| <b>PERSONAL CIRCUMSTANCES</b> | Ability to work flexibly and to travel within and out of the city and out of normal working hours, as required.<br><br>(A & I)    |  |
| <b>EQUALITY</b>               | Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying equal opportunities. (A & I) |  |
| <b>CUSTOMER CARE</b>          | 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.]*