Working 36.5 hours per week. A skilled and experienced teacher is required to join Children In Care Education Service (LACES) Outreach Team to support and promote the education of Birmingham’s Looked after Children for those placed within the city and out of authority.

You will work directly with children and young people, from birth to 25 years, some of whom have complex needs in a variety of settings, including early years’ provision, schools, colleges and children’s homes. You will develop strategies and programmes of work to improve the attainment and attendance of our children and young people, and promote ambitious aspirations. Close partnership working is a vital part of our role; we support designated teachers in all educational settings ensuring appropriate support is planned and reviewed for each looked after child in that setting. We provide training to a number of professionals and agencies including foster carers, residential workers and social workers.

You would take a strategic lead in educational priorities of the service and organise and lead on the promotion of educational achievement with our partner agencies.

There may be an opportunity for an additional part-time position (pro rota)

We are keen to appoint an enthusiastic and motivated teacher to join an experienced and highly committed team. As this post is for one of our Outreach Teams some travel will be required.

For informal enquiries please contact Andrew Wright on 07885234734 or Andrew.wright@birmingham.gov.uk

Ref: PE0722017

Closing date: 23 January 2017

A Disclosure and Barring Service check will be undertaken.

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed.”
Children, Young People & Families

Job Description

Post: Virtual School Education Advisor  Salary/Grade: GR5
Division: Education and Commissioning  Section: Complex Needs
(Looked After Children Education Service)

1. **Job Purpose**
   
   1.1 Being clear about your role, its purpose and outcomes is very important to us. We want you to achieve and in doing so improve outcomes of children of families in Birmingham.

   1.2 To lead on educational priorities of the service consistent with Business Planning and current needs analysis.

   1.3 To raise the aspiration and attainment of each Child In Care prioritising their educational needs.

   1.4 To lead on partnership work with relevant agencies to prioritise education.

   1.5 To maintain and re-engage Children and Young People in suitable educational placements.

2. **Duties & Responsibilities**

   2.1 To lead on educational priorities as identified in the Business Plan.

   2.2 To lead and organise the promotion of education achievement with partner services, agencies and other stakeholder groups.

   2.3 To monitor support and evaluate progress of Children In Care including those in residential settings.

   2.4 To lead on the implementation of relevant Service Policies.

   2.5 To take a strategic lead around co-ordinated support for Children In Care and Care Leavers during key educational transitions spanning Early Years to Post-16 provision.
2.6 To identify and prioritise young people who would benefit from Virtual School intervention.

2.7 To support their education in mainstream and other educational settings.

2.8 To monitor and track the attainment and attendance of allocated cohorts of Children In Care.

2.9 To be responsible for caseloads and defined partner schools as allocated by the Team Manager.

2.10 To ensure confidentiality of Children In Care information and adherence to data sharing protocols.

2.11 To keep accurate and up-to-date records for allocated Children In Care including progress and attendance.

2.12 To prepare reports and presentations for the service and other stakeholders as required.

2.13 To contribute to the implementation, monitoring and review of plans with multi agency partners to meet the assessed needs of Children In Care.

2.14 To be responsible for liaising and visiting the DT for Children In Care at allocated schools.

2.15 Promote and support high quality and timely Personal Educational Plans.

2.16 To develop effective working partnerships with Children In Care, their families, Carers and other key workers.

2.17 To be accountable for maintaining and improving individual practice performance in line with professional development targets as agreed with the line manager through supervision.

2.18 To maintain support and contact during key transitions.

2.19 To maintain up-to-date case records and reports using required systems & procedures.

2.20 To liaise and work with other professionals and agencies in an integrated way to achieve optimal outcomes for Children In Care.

2.21 To participate in regular supervision, Professional Development Reviews (PDR's) (appraisals) and meetings as required, meeting the needs of the service.

2.22 To utilise and manage Human Resources (HR) processes as needed.
2.23  Adhere to agreed cycle of visits / contact with allocated educational placements and Designated Teacher for Children in Care to monitor and track the attainment and attendance of Children In Care.

2.24  To keep allocated schools and key professionals informed around current education legislation, policies and procedures and funding opportunities related to Children In Care.

2.25  To compile and share complex information and specialist knowledge appropriately in line with agreed protocols to support Children & Young Peoples development and improve outcomes.

2.26  To facilitate the sharing of information between agencies, schools, authorities and other professionals to promote improved joint working arrangements.

2.27  Deliver appropriate Personal Education Plans (PEP’s) training / advice to schools and partner agencies.

2.28  To promote and contribute directly to the quality assurance of PEPs.

2.29  To provide support in the writing of PEPs, Individual Educational Plans and Individual Learning Plans for children In Care.

2.30  To give educational advice and promote good practice to partner agencies.

2.31  To teach / mentor children and young people on a one to one or small group basis as a targeted intervention with measurable outcomes.

Your Own Responsibilities

2.22  Develop your own personal networks.

2.23  Manage your own resources and professional development.

2.24  Promote the use of technology.

2.25  Ensure your own actions reduce the risks to health & safety.

2.26  Develop productive working relationships with colleagues.

Tasks

2.27  To maintain support and contact during key transitions.

2.28  Maintain up-to-date case records and reports using required systems and procedures.
2.29 To liaise and work with other professionals and agencies in an integrated way to achieve optimal outcomes for Children In Care.

2.30 To participate in regular supervision, PDRs and meetings as required, meeting the needs of the service.

2.31 To utilise and manage HR processes as required.

2.32 Organise and plan and contribute to training events for a variety of audiences

2.33 To visit allocated Residential Settings on a regular cycle, advising and supporting staff and LAC on a range of educational issues.

2.34 To represent LACES at relevant panels, forums, working groups and meetings as required

**Outcomes**

2.35 To ensure delivery against the identified directorate priorities.

2.36 To actively develop strategies and programmes of support to improve the attainment of LAC.

2.37 To develop good practice to ensure good attendance for LAC.

2.38 To promote high expectations for LAC linked to ambitious aspirations.

3. **Supervision Received**

3.1 **Supervising Officer Job Title**

Virtual School Education Team Manager

3.2 **Level of Supervision**

Plan own work to ensure the meeting of defined objectives.

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others).

N/A

5. **Special Conditions**

☐ This post is subject to an enhanced Disclosure and Barring Service and check of the Children’s Barred List.
- Required qualifications (see Person Specification) – evidence will be required prior to commencing post.

- You will receive supervision a minimum of six times a year and you will be required to contribute to your own Personal Development Review which takes place annually with a mid-year review.

- Flexibility in working arrangements is essential to ensure that priorities are met including work outside of school terms and school holiday periods as required by your line manager.

- Whilst typically appointed to a specific team, post holders can expect to be required to work in any part of the City and manage differing combinations of team types over time, following consultation, as business needs dictate.

- Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff will be expected to understand and be committed to Equal Opportunities in employment and service delivery. This should be demonstrated throughout the course of the job application.

Observance of the City Council’s Equal Opportunities Policy will be required.
Children, Young People & Families

Person Specification

Job Title: Virtual School Education Advisor
Grade: GR5

Division: Education and Commissioning
Section: Complex Needs
(looked after children education service)

Method of Assessment (M.O.A.) A.F. = Application Form; I = Interview; T. - Test or Exercise; C. – Certificate; P. – Presentation.

CRITERIA | ESSENTIAL | M.O.A.
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Experience (Relevant work and other experience) | 1. A strong record of improving outcomes for vulnerable young people in educational settings. 2. Across age range / phases. 3. Recent teaching of classes which are not customarily fewer than twenty learners. 4. Working with learners from diverse backgrounds. 5. Working with learners across a broad ability range. | AF/I AF/I AF/I AF/I AF/I

Qualifications and Training
NB: Full regard must be paid to overseas qualification
1. QTS / experience of Teaching 2. Committed to maintaining high knowledge and skill levels in appropriate areas and developing further knowledge and expertise. | AF/I/C AF/I

Other
Experience of teaching Key Stage 5 at FE will be taken into account. An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016 | AF/I I

Competencies (behaviours)

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<th>Definition for this role</th>
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<td><strong>Influencing and Persuasion</strong></td>
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<td><strong>High Level Written and Communication Skills</strong></td>
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<td><strong>Organisation and Planning</strong></td>
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