Children & Young Peoples Directorate

Job Description

Post: Virtual School Lead Advisor for Education

Salary/Grade: GR5

Division: Education and Commissioning

Section: Complex Needs (Children In Education Service)

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

To ensure confidentiality of CiC information and adherence to data sharing protocols.

To keep accurate and up-to-date records for allocated CiC including progress and attendance.

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

To contribute to the implementation, monitoring and review of plans with multi agency partners to meet the assessed needs of CiC.

To be responsible for liaising and visiting the DT for CiC at allocated schools.

Promote and support high quality and timely PEPs.

To develop effective working partnerships with CiC, their families, Carers and other key workers.

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

To maintain support and contact during key transitions.

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

To liaise and work with other professionals and agencies in an integrated way to achieve optimal outcomes for CiC.

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

To utilise and manage HR processes as needed.

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 CiC.

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

To compile and share complex information and specialist knowledge appropriately in line with agreed protocols to support C&YPs development and improve outcomes.

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

Deliver appropriate PEP training / advice to schools and partner agencies.

To promote and contribute directly to the quality assurance of PEPs.
2.29 To provide support in the writing of PEPs, IEPs and Individual Learning Plans for CiC.

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 CiC.

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 CiC on a range of educational issues.

2.34 To represent CiCES 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 CiC.

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

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

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

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<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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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. Teaching 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 |
| Qualifications and Training | 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 |
| Other | Experience of teaching Key Stage 5 at FE will be taken into account. | AF/I |

Competencies (behaviours)

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<th>Competencies (behaviours)</th>
<th>Definition for this role</th>
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<tr>
<td>Safeguarding Children</td>
<td>Proactively considers safeguarding of children within the role, to protect children from harm and ensuring appropriate and timely action is taken when necessary. Works collaboratively with colleagues and other agencies to achieve this.</td>
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| Supervision and Oversight | Works within parameters, understands the organisational direction and objectives. Takes lead in accountability, oversees and supports others by acting with integrity and role modelling BEST values.  
Creates a positive environment which encourages open discussion and innovation, supports performance, builds capability and develops staff. |
| Relationship Building | Successfully builds and maintains effective relationships with colleagues, external agencies, children and their families and carers demonstrating effective interpersonal |
| **Skills in dealing with people at all levels and from a wide range of backgrounds.** |
| **Influencing and Persuasion** | Successfully persuades and influences individuals on issues of complexity and sensitivity. Uses a range of techniques to achieve acceptable solutions and compromise. Listens well. |
| **High Level Written and Communication Skills** | Communicates effectively across a range of contexts including the ability to create and deliver concise, engaging and accurate information to a number of different audiences, adapting style and content to the needs of the audience and checking understanding. Ability to understand and interpret complex written reports and data. |
| **Organisation and Planning** | Effectively plans and prioritises, manages work to ensure deadlines are met and robust procedures are in place to meet statutory obligations and performance objectives. The ability to quality assure and have a demonstrable commitment to maintaining accurate up-to-date and accessible records. Ability to manage change effectively. |
| **Valuing Diversity** | Shows respect and understanding of diversity and values individual difference. Treats all people fairly and appropriately regardless of race, religious belief, gender, age, disability, sexual orientation, appearance or position. Proactively seeks to reduce health and other inequalities of disadvantaged groups and acts to raise awareness of the benefits of diversity and build active commitment to ensure equality of opportunity. |