BURY METROPOLITAN BOROUGH COUNCIL

# JOB DESCRIPTION

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| Post Title: Lead for Previously Looked-After Children and Kinship Care (Virtual School and Vulnerable Children and Young People in Education) | |
| Department: Children & Young People | Establishment/Post No: |
| Division/Section: Education & Skills | Post Grade: Grade 10 |
| Location: Borough Wide | Post Hours: 37 hrs per week  (flexi-time scheme) |
| Special Conditions of Service:  Some evening and weekend work will be required  Flexible Agile Working  Politically restricted | |
| Purpose and Objectives of Post:  This post will be part of Bury’s Virtual School and the post holder will have responsibility for overseeing and advising schools, families and Social Workers around the education of previously looked after children and those living in Kinship Care arrangements. The post holder will support the Virtual School Headteacher and Deputy Headteacher to ensure that Bury Council meets statutory duties to promote the educational achievement of previously looked after children, and non-statutory duties regarding those living in Kinship Care arrangements.  · Promoting the Education of Previously Looked After Children (Statutory since 2018)  · Giving advice and guidance to adoptive parents/SGOs (those with special guardianship orders), schools and social workers on all aspects of education  · Working with the Adoption Team to support adoptive parents/SGOs to make the right educational decisions for their child  · Providing training and Q and A sessions for adoptive parents/SGOs  · Ensuring that schools and adoptive parents/SGOs are aware of the PPG grant paid to schools from the DFE  Providing training and guidance to schools, colleges and nursery settings regarding the needs and barriers to learning for Previously Looked After Children  Promoting the Education of children living in Kinship Care arrangements (currently non-statutory)   * Raising awareness of the needs and disadvantage of children in different types of kinship care arrangements * Providing training for schools, including Designated Teachers and DSLs * Promoting practice which supports attendance of kinship children in education, such as facilitating partnerships between education settings and social care * Working with education settings to strengthen how they address barriers to educational progress for kinship children. | |
| Accountable to: Executive Director of Children & Young People | |
| Immediately Responsible to: Virtual School Headteacher | |
| Immediately Responsible for: N/A | |
| Relationships: (Internal and External)  Elected Members of the Council  Strategic Directors and Senior Officers of the Council  The Virtual School team  The SEND team  Social Workers in the Children’s Directorate  Attendance and Exclusions team  Headteachers & School Governors  Children, young people, parents & carers and the wider community  Representatives from DfE, Ofsted and other National and regional Organisations  Other local authorities, Police, Health Commissioners & Providers, academic institutions, other public bodies  Private, Voluntary, Community and Faith sector and statutory organisations  Members of the General Public | |
| Control of Resources:  Project budgets as required  Stationery, office & ICT equipment  Laptop, mobile phone | |

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| Duties/Responsibilities:   * Acting as key adviser within the Virtual School service in raising the achievement of previously looked after children and those living in Kinship Care arrangements. * Providing information and advice regarding the education of previously looked after children and those in Kinship Care arrangements to:   + - Any person that has parental responsibility for the child;     - Social workers working with previously looked-after children and those on Kinship Care     - Providers of funded early years education, Designated Teachers for Looked After and Previously Looked After Children in maintained schools and academies; and     - Any other person the local authority considers appropriate for promoting the educational achievement of relevant children. * Taking a lead role in developing relevant signposting, advice and guidance on a range of issues arising for previously looked after children, and to assist the Virtual School Head in ensuring that the Virtual School website is updated to ensure this is a central point for information and advice regarding education matters. * Producing resources to be used by the Virtual School Team to ensure a consistent approach to managing enquiries from adoptive parents, carers and other professionals in relation to previously looked after children. * Maintaining the records relating to enquiries and responses for previously looked after children. * Work collaboratively with colleagues in the Regional Adoption Agency and offer constructive challenge to ensure consistent service delivery. * Advise education providers on strategies in supporting them to work with a trauma-informed approach. * Establish a productive working relationship with Designated Teachers within education providers to drive up standards and improve outcomes for previously looked after children and those living in Kinship Care arrangements. * Disseminate best practice in schools that have previously looked after children on roll, especially in relation to education stability and raising attainment. * Attend appropriate panel and strategy meetings, and advise professionals on matters pertinent to education. * Provide advice to education providers and social workers to maintain high aspirations for previously looked after children and those living in kinship care arrangements throughout their educational journey. * Develop effective relationships and positive working practice across a range of services and agencies including social services, health and voluntary organisations. * Support the Virtual School Headteacher and Deputy Headteacher with analysis of data relating to the lead area and present this data at strategic meetings such as the Virtual School Governing Board when required, as well as contributing to the Virtual School Head’s Annual Report. * Offer bespoke training to schools, Colleges, education providers, families, social workers and PAs to support with upskilling professionals, including supporting the Virtual School Headteacher and Deputy Headteacher in the coordination of conferences and events. * Escalate any unresolved cases to the Deputy Virtual School Head or Virtual School Head. * Support the Virtual School Headteacher and Deputy Headteacher with the oversight and quality assurance of services commissioned by the Virtual School and wider partners, such as tuition, mental health services and alternative provisions. * Work to strengthen the voice of previously looked after children and those living in kinship care arrangements at all stages in their education. * Ensure previously looked after children and those living in kinship care arrangements feel valued and that their achievements are celebrated. * Undertake any other duties as required by the Head of Service that are commensurate with the grade of the post.   General   * As an employee of Bury Council you have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults and for ensuring that they are protected from harm. * Bury Council is committed to equality, diversity and inclusion, and expects all staff to comply with its equality related policies/procedures, and to treat others with fairness and respect. * The post holder is responsible for Employees Duties as specified with the Corporate and Departmental Health and Safety Policies. * As an employee of Bury Council you should contribute to a culture that values and supports the physical and emotional wellbeing of your colleagues. * Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of supplemental Conditions of Service) | | |
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| Job Description prepared by: | Sign: | Date: |
| Agreed correct by Postholder: | Sign: | Date: |
| Agreed correct by Supervisor/Manager: | Sign: | Date: |



DEPARTMENT FOR CHILDREN & YOUNG PEOPLE

Head of Service (Virtual School & Vulnerable Children & Young People in Education)

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| SHORT LISTING CRITERIA | ESSENTIAL | DESIRABLE |
| QUALIFICATIONS |  |  |
| * 5 GCSEs at grades A\*-C or equivalent, including English and Maths | X |  |
| * Evidence of commitment to continuous professional development relevant to the post | X |  |
| * Degree or other relevant qualification | X |  |
| * Relevant postgraduate diploma or equivalant experience |  | X |
| * Understanding of relevant legislation such as the 1989 Children Act, 2004 Children Act, Working Together, Promoting Looked After and Previously Looked After Children in Education 2018 etc | X |  |
| EXPERIENCE |  |  |
| * Experience of working in an Early Years setting, Primary School, Secondary School or Post-16 provider, or equivalent extensive experience of working with children and young people and supporting their education | X |  |
| * Experience of working with children and young people with a range of complex social, emotional and learning needs including SEND | X |  |
| * Experience of collaborative working with other agencies to support vulnerable young people | X |  |
| * Understanding of how to support children who present with challenging behaviour | X |  |
| * Understanding of the SEND Code of Practice |  | X |
| SKILLS & ABILITIES |  |  |
| * Ability to work independently to plan, develop and implement personal strategies and work to deadlines | X |  |
| * Ability to analyse complex issues and adopt a creative approach to problem solving and service delivery in challenging circumstances and with competing priorities | X |  |
| * Strong networking skills, and ability to work in partnership with other agencies | X |  |
| * Report writing and recording skills using electronic systems | X |  |
| * An ability to work effectively with schools to promote successful integration of pupils | X |  |
| * Able to prioritise and manage workload | X |  |
| * Strong verbal and written communication skills | X |  |
| * Able to work effectively as part of a team as well as independently | X |  |
| PERSONAL STYLE & BEHAVIOUR |  |  |
| * Strong commitment to the promotion of equal opportunities. | X |  |
| * A clear commitment to their own professional development | X |  |