

# **ROCHDALE BOROUGH COUNCIL**

## **JOB DESCRIPTION**

**SERVICE SECTION** : Early Help and Schools  
: Schools Team – Virtual School

**LOCATION** : Number One Riverside

**JOB TITLE** : Education Advisor – Multi- Agency Child Protection Team (MACPT)

**POST NUMBER** :

**Grade** : Grade TBC

**Accountable to** : Virtual Head teacher

**Accountable for** : None

**Hours of Duty** : Full time, 37 flexible working hours per week in accordance with the needs of the service

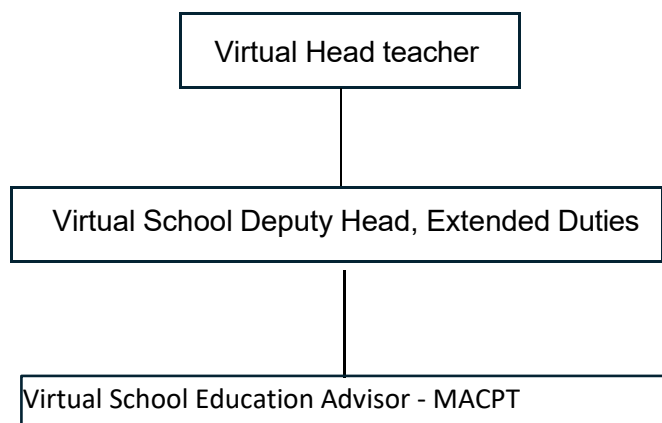
**Any Special Conditions of Service** The Authority operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within in the immediate vicinity of the building which is wholly owned, leased or operated and occupied by R B C.

An enhanced DBS check is necessary for this position

Required to travel within and outside the Borough. Casual car mileage payable

**The Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects staff to share this commitment.**

## **ORGANISATIONAL CHART**



## **PURPOSE AND OBJECTIVES OF THE JOB**

- Support the Virtual School Head and Multi-Agency Child Protection Team (MACPT) to ensure Rochdale Council meets its statutory duties in promoting the education of children with a social worker, in line with Families First reforms.
- Lead on ensuring that accurate, timely, and comprehensive educational information informs multi-agency safeguarding decision-making processes, as a core member of the Multi-Agency Child Protection Team (MACPT), working in partnership with social care, police and health to deliver a skilled, decisive, and consistent child protection system.
- Provide advice, guidance, training, and timely educational consultation to schools, colleges, social care colleagues, MACPT partners, and other stakeholders to support the needs of children with a social worker and inform casework involving children and young people

## **Control of Resources**

### **Personnel**

To be responsible for the direction, support and motivation of self and any staff under the post holder's control.

### **Financial**

To work in accordance with Financial Regulations and procedures of the Council.

### **Equipment/Materials**

To be responsible for the safe use and maintenance of equipment/materials used by the post holder.

## **Health/Safety/Welfare**

Responsibility for the safety and welfare of self and colleagues in accordance with the Health and Safety Policies of the Council.

## **Equality and Diversity**

To work in accordance with the Authority's Policy relating to the promotion of Equality and Diversity.

## **Training and Development**

## **The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with the Council's Performance Management Framework.Relationships (Internal and External)**

The post holder will work in close collaboration with Early Years settings, schools and post-16 providers, police, health, SEND services both in and outside of the borough; Children's Social Care staff; parents and carers.

## **Responsibilities**

The postholder must -

- (i) Perform his/her duties in accordance with Rochdale Council's Equality and Diversity Policy.
- (ii) Ensure that Rochdale Council's commitment to public service orientation and care of our customers is provided.

## **Values and Behaviours**

Approach the job at all times using the values set out below:

- Proud
- Passionate
- Pioneering and Open

Be aware of and apply these behaviours at all times.

## **Principal Duties**

1. Act as a core member of the Multi-Agency Child Protection Team (MACPT), representing the Virtual School and working collaboratively with social care, police, health, and other partners to deliver a skilled, timely, and consistent safeguarding response.
2. Deliver the Virtual School's statutory duties in relation to children with a social worker by ensuring their educational needs, progress, and outcomes are central to multi-agency safeguarding practice.
3. Ensure that accurate, timely, and comprehensive educational information is consistently integrated into multi-agency safeguarding decision-making processes.
4. Provide high-quality educational advice, consultation, challenge, and advocacy to MACPT colleagues and partner agencies on cases involving children and young people.
5. Champion the educational needs, rights, and outcomes of children with a social worker, ensuring education is a key protective factor within all safeguarding plans and interventions.
6. Collate, analyse, and present educational data (including attendance, attainment, exclusions, and engagement) to inform risk assessment, planning, and decision-making.
7. Provide advice, guidance, training, and support to schools, colleges, and other stakeholders on meeting the needs of children with a social worker and fulfilling safeguarding responsibilities, in line with Virtual School priorities.
8. Promote effective information sharing between education settings and partner agencies, ensuring compliance with safeguarding legislation, data protection requirements, and Virtual School protocols.
9. Identify barriers to learning and work with partners to implement targeted interventions to improve attendance, engagement, safety, and educational outcomes for children with a social worker.
10. Support the Virtual School Head and wider safeguarding partnership in fulfilling statutory duties and driving improvements in practice in line with national policy, including Families First reforms.
11. Take responsibility for informed decision-making relating to educational risk and provision, contributing to multi-agency safeguarding decisions and to providing professional challenge where necessary to secure the best outcomes for children and young people.
12. Undertake any other duties and responsibilities relevant to the role as directed by the Virtual School Head, ensuring alignment with the statutory functions and priorities of the Virtual School

### Secondary Duties

- 1 To participate in Council programmes of in-service training as a trainee and when required, as a trainer/facilitator.
- 2 To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Service Head (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

3) Description prepared by      stie Rathbone      Date      \_\_\_\_\_

Read by Postholder \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Chief Officer \_\_\_\_\_ Date \_\_\_\_\_

**Rochdale Borough Council  
Person Specification**

|                 |                                      |                      |                                                |
|-----------------|--------------------------------------|----------------------|------------------------------------------------|
| <b>Service:</b> | <b>Early Help and Schools</b>        | <b>Post:</b>         | <b>Virtual School Education Advisor- MACPT</b> |
| <b>Section:</b> | <b>Schools Team - Virtual School</b> | <b>Post Number :</b> |                                                |
| <b>Job Ref:</b> |                                      | <b>Grade:</b>        | <b>TBC</b>                                     |

**Note to Applicants:**

The *Essential Criteria* are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The *How Identified* column shows how the Council will obtain the necessary information about you.

If the *How Identified* column says the **Application Form** next to an *Essential Criteria* you **MUST** include in your application enough information to show **how** you meet these criteria. You should include examples from your paid or voluntary work.

**The Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects staff to share this commitment.**

| <b>Criteria</b>                         |                                                                                                                       | <b>Essential (E) or Desirable (D)</b> | <b>How Identified:<br/>AF Application Form I Interview A Assessment P Presentation</b> |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------|
| <b>(a) Special working conditions</b>   |                                                                                                                       |                                       |                                                                                        |
| 1                                       | Are you available to attend some meetings in the evening as well as during the school day?                            | <b>E</b>                              | <b>AF/I</b>                                                                            |
| 2                                       | Are you able to travel to some meetings outside of the Rochdale Borough area?                                         | <b>E</b>                              | <b>AF/I</b>                                                                            |
| <b>(b) Qualification and Experience</b> |                                                                                                                       |                                       |                                                                                        |
| 3                                       | Do you have a professional qualification to level 6 within education?                                                 | <b>E</b>                              | <b>AF<br/>(certificates to be brought to interview)</b>                                |
| 4                                       | Do you currently hold a Safeguarding Lead qualification or would be willing to work towards a relevant qualification? | <b>E</b>                              |                                                                                        |
| 5                                       | Please demonstrate your significant experience working within education or children's services.                       | <b>E</b>                              | <b>AF/I</b>                                                                            |

|                                                                                                                                                                              |                                                                                                                                    |   |      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---|------|
| 6                                                                                                                                                                            | Please demonstrate experience of working collaboratively with a range of partners, including schools and external agencies.        |   |      |
| 7                                                                                                                                                                            | Please give an example of strong knowledge of safeguarding and child protection processes, including multi-agency working.         | E | AF/I |
| <b>(c) Skills and Knowledge</b>                                                                                                                                              |                                                                                                                                    |   |      |
| 8                                                                                                                                                                            | Please demonstrate the ability to provide clear, confident professional advice and challenge within a multi-agency context.        | E | AF/I |
| 9.                                                                                                                                                                           | Please share your ability to analyse complex information and present it clearly to support safeguarding decisions.                 | E | AF/I |
| 10                                                                                                                                                                           | Please give an example of your knowledge of attendance, attainment, exclusion, and barriers to education for vulnerable learners.  | E | AF/I |
| 11                                                                                                                                                                           | Please demonstrate the ability to analyse complex information and present it clearly to support safeguarding decisions.            | E | AF/I |
| 12                                                                                                                                                                           | Please give an example of effective organisational skills, including managing competing priorities and meeting deadlines.          | E | AF/I |
| 13                                                                                                                                                                           | Please demonstrate experience of delivering training and guidance to a range of audiences.                                         | E | AF/I |
| 14                                                                                                                                                                           | Please share an example of how you have exercised professional judgement and decision-making in relation to risk and safeguarding. | E | AF/I |
| 15                                                                                                                                                                           | Please demonstrate your resilience and the ability to work effectively in a fast-paced, high-pressure environment.                 | E | AF/I |
| 16                                                                                                                                                                           | Please demonstrate a good level of interpersonal skills with children, adults and multi-agency professionals.                      | E | AF/I |
| 17                                                                                                                                                                           | Please give an example of contributing to service development and quality assurance processes.                                     | D | AF/I |
| <b>(d) Behaviours and Values</b>                                                                                                                                             |                                                                                                                                    |   |      |
| Approach the job at all times using the values set out below: <ul style="list-style-type: none"> <li>• Proud</li> <li>• Passionate</li> <li>• Pioneering and Open</li> </ul> |                                                                                                                                    | E | AF/I |
| Please confirm you are willing to adhere to these                                                                                                                            |                                                                                                                                    |   |      |