

1.1  
1.2 **JOB DESCRIPTION**

**J OB TITLE: Virtual School Education Support  
Advisor  
GRADE: 4**

**J OB NO:**

**DIVISION: Education & Skills**

**NO OF POSTS: 10**

**SECTION: Birmingham Virtual School**

POST REQUIRES POLICE / CRIMINAL RECORDS BUREAU CLEARANCE: YES

## **1.0J OB PURPOSE**

### **Purpose**

- 1.1 To promote high expectations for children in care within our educational settings, prioritising their Educational needs to secure ambitious aspirations
- 1.2 To raise the aspiration and attainment of an identified cohort of children in care who are not settled within their education setting, have high or increasing patterns of unregulated emotions, behaviours or exclusions or who have experienced placement instability,
- 1.3 To coordinate effective education planning for children in care prioritising their Educational needs and support transition to new school.
- 1.4 To work in partnership with relevant agencies to prioritise education
- 1.5 To maintain and re-engage Children and Young People in suitable educational placements
- 1.6 Provide signposting to relevant support agencies and key practitioners in order to support the education and welfare of children and young people.
- 1.7 Where an education package breaks down consider the range of options available, drawing on knowledge of individual children and young people and liaise with the Virtual School Education Placement Officers
- 1.8 To actively develop strategies and programmes of support to improve the attainment of children with care experiences
- 1.9 To develop good practice to ensure good attendance for children with care experiences

## **2.0 DUTIES AND RESPONSIBILITIES**

### **Duties:**

- 2 To identify and prioritise YP who would benefit from Virtual School support working alongside the teaching staff and young person's social worker in schools, so a suitable range of interventions are planned and executed to secure stability, engagement or academic progress
- 2.1 Through the direct monitoring and track of attainment and attendance of allocated cohorts of children in care, ensure early intervention is planned to reduce any possible barriers and reduce the risk of NEET

- 2.2 To be responsible for caseloads and defined partner schools as allocated by the VS Team Managers or collaboratively discussed with the VS Area Education Officer for those schools.
- 2.3 To work alongside the DT to support a child in care who has had a recent change in school or is at risk of poor educational performance, risk or exclusion or is not participating
- 2.4 To contribute to the implementation, monitoring and review of plans with multi agency partners to meet the assessed needs of the young person in care or previously in care
- 2.5 To contribute to high quality actions recorded within a young person's PEP
- 2.6 To develop effective working partnerships with a young person with care experience, their families, carers and other key workers.
- 2.7 To keep accurate and up to date records for allocated young people, including progress and attendance; and ensure confidentiality of young people's information and adherence to data sharing protocols
- 2.8 To be accountable for maintaining and improving individual practice and performance in line with professional development targets as agreed with your team manager through supervision.
- 2.9 To be responsible and accountable when leading allocated projects linked to CPD opportunities, and potentially manage the project budget in line with agreed project plan and spend
- 2.10 To ensure confidentiality of young **people's** information and adherence to data sharing protocols
- 2.11 To prepare reports, presentations, articles and website material for the service and other stakeholders as required
- 2.12 **To provide general advice and guidance on Birmingham Virtual School's Pupil Premium** policy to education settings, young people, social care colleagues and families where you hold case work.
- 2.13 To provide specific advice on effective use of pupil premium use and spend as part **of the SMART targets set within a child/young person's PEP**; and to share communication with Area Education Officers on ineffective or misuse of pupil premium so the school can be supported through corporate parent visit or training.
- 2.14 To plan and ensure delivery on actions that will raise both educational outcomes, engagement and participation in education, employment or training for children/young people on your caseload. To secure these through working in partnership with educational settings and the Virtual School Area Education Officers. Where there are ongoing concerns around educational outcomes cases should be escalated through to Area Education Officer or team manager as per agreed escalation routes
- 2.15 To be accountable for maintaining and improving individual practice and performance in line with professional development targets as agreed with line manager through supervision.

### **Key Tasks:**

- Work directly with schools, carers, parents, and other agencies (particularly Inclusions Service and SENAR) to support children in care that are at risk of a negative educational experience. They may
- o have been or are likely to be excluded,

- o not be attending or currently able to engage positively with their setting,
- o have recently experienced a change or multiple changes in care or educational placement
- o be new to care

so that effective support arrangements are made for their continuing education and link with role of Virtual School Education Placement Officer

Work alongside school staff and other professionals to put in place effective intervention work for the child/young person at tier 1 universal support and early help stages. (This could include reviewing school interventions to support a child to catch up with missed work, reviewing timetables, support schools to seek external agencies i.e. tutors, advice on how to resolve transport difficulties.

For pupils referred to the Advisors where attendance is below 90% unauthorised to work in partnership with NEET officers, BCC Attendance team and other commissioned services to support the social worker, foster care and education setting to increase attendance and participation.

Respond to problem solving discussions with foster carers/parents via phone calls or e mails, encouraging and supporting them to develop strong relationships with schools and education providers, and to pass on their concerns to both their own supervising social worker **and child' social** worker for them to support

Alert Virtual School area lead Advisers to the need for specific resources to support foster carers, looked after children and young people to improve attendance or support other aspects of their education.

To maintain support and contact with a child/young person during key transitions and ensure all other necessary professionals are actively engaged to support the young person.

To promote and contribute directly to the actions within the PEP and the quality assurance of PEPs

To attend SENAR panels and other professional panels and meetings as an advocate for the child/young **person's** educational needs.

To facilitate the designated teacher and social worker in writing a high-quality PEPs, IEPs and Individual Learning Plans for all CIC on your allocated class list

To support schools in effectively planning and using the Pupil Premium + for the children/young people in your class list

Review the use of pupil premium for your pupils and report any ineffective use to the area education officer to activate a Corporate Parent school visit

To give educational advice and promote good practice to partner agencies

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

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

To utilise and manage HR processes as needed

Maintain up to date case records and reports using required systems & procedures

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

To represent Birmingham Virtual School at relevant panels, forums, working groups and meetings as required.

**OBSERVANCE OF THE CITY COUNCIL'S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED**

**3.0 SUPERVISION RECEIVED**

3.1 SUPERVISING OFFICER J OB TITLE: Virtual School Team Manager

J OB NO:

3.2 LEVEL OF SUPERVISION

1. Regularly supervised with work checked by team manager.

**4.0 SUPERVISION GIVEN** (excludes those who are INDIRECTLY supervised i.e. through others)

POST TITLE	GRADE	NO OF POSTS	LEVEL OF SUPERVISION*

\*Use 1,2 or 3 as in 3.2

**5.0 SPECIAL CONDITIONS**

DBS check required for the post	Yes	✓	No	
Level of check required	Standard			
	Enhanced			
	Enhanced with barred list check - Adults			
	Enhanced with barred list check - Children's			
	Enhanced with barred list check – Adults & Children's			✓

<b>Date:</b> 30 <sup>th</sup> March 2020	<b>Name:</b> Lisa Marie Smith	<b>Signature:</b> <i>L. M. Smith</i>
--	-------------------------------	--------------------------------------

**Person Specification**

**Post:** Virtual School Education Advisor      **Grade:** 4  
**Division:** Birmingham Virtual School      **Section:**  
**Directorate:** Education and Skills

**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.
----------	-----------	--------

<b>Education/Qualifications</b> NB: Full regard must be paid to overseas qualifications.	Professional experience in a related service area/field of working directly with vulnerable young people and their families.  GCSE English and Maths grade C or above, or equivalent qualifications.	A, F, I, T, P, C
<b>Experience</b> (Relevant work and other experience)	<b>Proven record of working with vulnerable YP in educational settings to overcome barriers to learning both inside and outside the school leading to improved outcomes.</b>  <b>Experience should include:</b>  knowledge of a range of educational settings including specialist provision Have experience or familiarity with proven intervention techniques to raise attainment and engagement in education for children who are or who have experienced being in care Awareness of key legislation, policies and procedures relating to vulnerable children and children in care Participation in the assessment of children and young people to identify and address barriers to learning and wider strengths and difficulties such as SDQ assessments, Thrive Assessments etc Knowledge of attachment difficulties or trauma informed practice Understanding of SEND code of practice, the statutory guidance for children in care and previously looked after, schools admissions code and exclusions guidance	A, F, I, T, P
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	<b>Able to speak an appropriate standard of spoken English as covered by Part 7 of the Immigration Act (2016)</b> Proactively considers safeguarding of children within the role, to protect children from harm and ensuring appropriate and timely action is taken when necessary. Ability to effectively engage, sustain and disengage with C&YP.  Successfully builds and maintains effective	I/P

	<p>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.</p> <p>Effectively plans and prioritises, manages work to ensure deadlines are met and robust procedures are in place to meet statutory obligations and performance objectives.</p> <p>The ability to quality assure and have a demonstrable commitment to maintaining accurate, up to date and accessible records.</p> <p>Listens well.</p> <p>Takes a lead in accountability, oversees and supports others by acting with integrity and role modelling BEST values.</p> <p>Communicates effectively across a range of contexts including the ability to create and deliver concise, engaging and accurate information to several different audiences, adapting style and content to needs of the audience and checking understanding.</p> <p>Being able to present succinct literature in PowerPoint and verbalise key information confidently to a wide range of professionals</p> <p>Ability to understand and interpret complex written reports and data.</p> <p>Write a personalise child focussed education plan that delivers on outcomes set within an education context, using outcomes-based language.</p>	
<b>Training</b>	<p>Committed to maintaining high knowledge and skill levels in appropriate areas such as child and adolescent attachment, emotion coaching, building good social, emotional and mental health; Thrive training and developing further knowledge and expertise.</p>	A.F
<b>Other</b>	<p>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.</p>	I

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.

Date: 30 <sup>th</sup> March 2020	Name: Lisa Marie Smith	Signature: <i>L. M. Smith</i>
Date reviewed:	Name:	Signature: