

Hertfordshire County Council Job Outline



JOB TITLE: Adviser for Achievement of Children Looked After
GRADE: Soulbury 10-13
REPORTS TO: Phase Lead
TEAM: The Virtual School
DEPARTMENT: Children's Services

Purpose of the Job

To improve outcomes for Children Looked After (CLA) through championing their educational progress and attainment. To promote inclusive practice and high expectations through support, challenge and training for teachers, schools, parents and guardians, social workers, SEND colleagues, foster carers and other relevant professionals. To monitor and progress learning and achievement, identifying relevant additional support and enrichment opportunities for Children Looked After, including children with Special Educational Needs and Disabilities. To act as an advocate for Children Looked After and their education at local and regional level. To promote statutory requirements, quality standards, equity, safeguarding and trauma informed practice for vulnerable pupils/groups.

Main Areas of Responsibility

As a team member of the Virtual School, you will work collaboratively with universal and specialist Hertfordshire County Council (HCC) services. You will build effective relationships with education providers in and out of county, with social care, foster carers, health, residential provision and commissioning, to ensure that Children Looked After receive the highest standards of education and care provision. You will understand how to ensure that all relevant legal frameworks, HCC policies and the Hertfordshire Virtual School vision and remit are adhered to and promoted. Specifically, you will:

1. Have responsibility and oversight of the educational provision and its suitability, and the attainment, progress and outcomes for Children Looked After including those with significant Special Educational Needs and Disabilities (within and outside Hertfordshire).
2. Provide specialist advice and guidance to education settings, foster carers, social workers and other relevant professionals on effective teaching and learning strategies that promote the achievement of CLA.

3. Develop and advise on a range of evidence-based interventions and tools that improve outcomes for Children Looked After with complex needs and needs rooted in trauma and disrupted attachment.
4. Deliver training to schools /colleges/ educational settings. Provide training and advice to foster carers, social care and other professionals on supporting Children Looked After whose educational progress may be affected by their care or pre-care experience.
5. Challenge education settings to ensure that all Children Looked After make at least expected progress relative to their ability and starting point.
6. Support Designated Teachers and Social Workers to lead and record Personal Education Planning meetings in which the child's experience and views are at the centre. Support and challenge schools to ensure effective use of Pupil Premium Plus and positive impact on educational outcomes for Children Looked After.
7. Work in partnership with parents/foster carers, Children's Services teams, the third sector, education providers and other stakeholders to promote achievement and build capacity for inclusion and access to educational provision and opportunity for all Children Looked After. This includes participation in relevant regional/national networks.
8. To advise on special educational need and disability and to ensure that the Education, Health and Care plan and annual review process is aligned with the PEP meetings and child's current needs.
9. Undertake continuous professional development and ensure that statutory obligations are met by keeping abreast of developments in local, regional and national policy, attending meetings/national conferences and leading the development of work relating to such policies.
10. Develop, monitor and evaluate provision through relevant processes, systems and resources to ensure an effective service and to provide timely information and analysis to the Virtual School Headteacher in relation to the most vulnerable pupils, as required. Ensure voice of child, parents/guardians/foster carers, social workers and other relevant agencies informs development.

Other job information (e.g. special factors or constraints)

As a member of a wider team dealing with the performance of schools and statutory regulations regarding equalities and the safety and safeguarding of children and young people (including the recording of incidents), from time to time there will be a requirement for work to be undertaken during evenings, and occasionally, to travel across Hertfordshire and elsewhere in the UK to represent Hertfordshire at regional and national events.

Job holders will be expected to understand what is meant by safeguarding vulnerable groups and how to raise concerns.

The postholder will ideally hold a current driving license and/or have access to transport.

The postholder will be expected to have sufficient ICT skills to enable online meetings and communication.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Criminal Background Check

Safeguarding children and adults is of utmost importance to Hertfordshire County Council. The Council requires employees to abide by legislation and best practice to enable Hertfordshire to achieve this. This role has been identified as requiring a Disclosure & Barring Service (DBS) check or Basic Disclosure. You must therefore ensure that any relevant criminal record check application is completed and returned as requested by the Council, as this is deemed a contractual requirement of employment. In addition, you consent to allow the Council to retain a copy of the disclosure certificate within your personal file.

It is a contractual obligation to disclose any cautions, reprimands or convictions and to update your manager of any changes to your status whilst in employment. Enhanced DBS roles will be reviewed periodically during employment, by means of DBS Dip Sample or three yearly rechecks. Failure to disclose changes to your status may be detrimental to your employment and you may be subject to disciplinary action.

Please note that additional information referring to the check is in the guidance notes to the application form. If you are invited to interview you will receive more information.

Equality and Diversity

Hertfordshire County Council is determined to take action to ensure that our belief in diversity and equality of opportunity is integral to everything we do. It will inform every area of activity; from the way we provide services to the way we employ our staff. It is a central responsibility of all councillors, managers, staff and partners. The council's equality policy 'Putting People First' is available on hertfordshire.gov.uk, on the internal intranet or from your line manager.

Health and Safety

It will be the duty of every employee while at work to take reasonable care for the Health and safety of themselves and of other persons who may be affected by their acts or omissions at work.

Additional Information

Public Authorities must ensure that all members of staff in customer facing roles, whatever their nationality or origins, are able to communicate the English language fluently with the general public, verbally and in written format

Person Specification

Please provide a supporting statement with specific illustrations of when and how you have demonstrated the attributes listed below. Please address each point separately and in order, with sufficient explanation and evidence.

1. Education to Honours degree level and qualified teacher status with at least 5 years' experience of working with vulnerable children and young people or significant, similar experience within Children's Services or the education sector.
2. Leadership and management experience with a track record of improving educational outcomes for children with adverse childhood experiences.
3. Knowledge and understanding of current relevant national guidance and local initiatives and developments, including statutory SEND frameworks and provision.
4. Professional experience, confidence and resilience in providing effective advice, challenge and support to professionals and school leadership teams to promote the attainment and progress of vulnerable learners.
5. Up-to-date classroom and curriculum knowledge about teaching children at pre-curriculum and national curriculum levels, different key stages and a robust understanding of different types of assessment.
6. Strong interpersonal, communication and networking skills to build trust in professional relationships, deployed appropriately for a range of stakeholders.
7. Experience of working effectively with underserved pupils/students and evidence-based strategies for tackling underachievement for children with complex needs to close the educational attainment gap.
8. Understanding of the impact of trauma and disrupted attachment on learning and how to support the education of children with adverse childhood experiences and SEND in the school and home settings.
9. Ability to continuously develop and evaluate service provision and to provide clear written reports on outcomes, presenting analysis to different stakeholders.
10. Ability to solve complex problems and to find creative solutions, working in partnership with families and professionals to champion Children Looked After.
11. A current driving licence, access to transport and online technology skills for meetings, communications and comprehensive record-keeping.