

Role profile

Job Title:	Virtual School Education Officer (VSEO)	Grade:	10
Department:	Virtual School	Post no.:	
Directorate:	Children's & Families	Location:	Perceval House

Role reports to:	Virtual School Deputy Head teacher
Direct reports:	None
Indirect reports:	None

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Purpose of role

- To be ambitious for and support Children Looked After (CLA) and Care Leavers in securing outcomes.
- To ensure that CLA and Care Leavers receive appropriate high-quality education that meets need both in and outside of Ealing LA with a focus on admissions, attendance, attainment, progress, tuition, enrichment and promoting inclusion.
- raise the attainment of CLA and care leavers (placed in and outside the borough) by taking the lead in the monitoring of high quality, timely Personal Education Plans (PEPs) providing support and challenge to school and social care.
- raise the attainment of CLA and care leavers (placed in and outside the borough) by supporting social workers, personal advisors, carers school leaders to fulfil their responsibilities in the delivery of high quality, timely PEPs and to carry out their part in the education planning.
- contribute to the development of policies, procedures and events
- contribute to the development and delivery of training to school staff, social workers and foster carers, key workers and those in the wider team around the child
- contribute to the provision of enrichment and extra-curricular learning activities for CLA and Care Leavers by nominating children, promoting attendance of children and participating in and running sessions as necessary.
- Liaise and advise care leavers about education – covering all aspects of study skills, financial arrangements and support available through the care leaver team and external agencies.

- pro-actively develop and maintain effective working relationships with other agencies both in and out of the borough to ensure joined up services for CLA, Previously Looked After Children and Care Leavers.
- To be an integral member of the Ealing Virtual School.
- To work towards achieving the aims and objectives set out in the relevant Council and Service plans and contribute fully to the further development of the service.

Key accountabilities

- To hold a caseload of CLA/care leavers/care experienced university students
- To intervene directly, on behalf of children looked after, with their Designated Teacher, social worker, carers and relevant professionals; to champion good educational outcomes through the identification of education related difficulties and promotion of evidence-based solutions.
- To lead in the support of and record keeping of Personal Education Plan meetings for Looked After Children as appropriate according to statutory guidance and Ealing's policy
- To contribute to the Education transition of planning for CLA at all stages of educational journey.
- To attend school admissions, exclusion and other professionals' meetings as necessary (re-integration, exclusion/suspension, annual review, IRO etc) to advocate for individual Children Looked After and promote awareness of education systems and processes.
- To make efficient use of the PEP system, ensure all information and data entered is accurate
- Contribute to the ongoing development and improvement of the PEP system
- Take an active role in enrichment and extra-curricular learning activities for CLA and Care Leavers by nominating children, promoting attendance, planning and participating in and running sessions.
- To be fully conversant with the range of current legislation and research relating to Looked After Children, Previously Looked After Children and Care Leavers and relevant legislation/guidance for specific area of work (such as Early Years Pupil Premium Plus Grant (EYPPPG), Education Endowment Foundation (EEF), admissions guidance, exclusion guidance, Pupil Premium Plus Grant (PPPG) details, SEND code of practice, bursary guidance, schools and colleges funding, safeguarding , statutory frameworks for social care, university admissions protocols – this is not an exhaustive list)
- To provide effective advocacy for Looked After Children, Previously Looked After Children and Care Leavers
- To raise the profile of the educational needs of Looked After Children, Previously Looked After Children and Care Leavers within education and social services,
- To advise teaching and other education staff about the needs of Looked After Children, Previously Looked After Children and Care Leavers

- To advise social services staff, foster carers, key workers and other professionals about the educational needs of Looked After Children, Previously Looked After Children and Care Leavers
- To maintain, enhance and use efficiently all systems already in place for the collection of relevant data
- To oversee the development and delivery of systems for communicating with schools and local authorities.
- To maintain and develop effective working relationships with stakeholders and clients, ensuring that the best outcomes for children can be secured.
- To contribute to service developments
- To provide advice to social workers over SEND and placement planning.
- To ensure that Personal Education Plans (PEPs) are completed within statutory timescales and assist social workers and designated teachers with developing high quality PEPs for all Children Looked After.
- To contribute to the development of and facilitate a programme of training to: designated teachers, foster carers and social workers and other CS staff (including provision of internal VS training, based on expertise).
- Maintain knowledge of the current Team Plan and understanding of own contribution in order to ensure delivery of this plan. Contribute to development of future plans.
- To provide support to the Headteacher of Virtual School and work in effective collaboration with other stakeholders.
- To demonstrate cost-consciousness and identify any cost effective changes to own way of working.
- To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service.
- To undertake any other additional reasonable responsibilities as directed by the Headteacher/leadership team members of the Virtual School.

Key performance indicators

- Accurate recording of data.
- PEP completion above 95%, PEP quality secure as Good (and better as the system develops).
- Rising attendance and engagement of CLA as in school and enrichment.
- Reduction in suspensions and exclusions and NEET destinations.
- Develop and nurture strong relationships with professionals to secure successful educational outcomes.

Key relationships (internal and external)

- Colleagues from the Ealing Children's Services – especially Social Care, Fostering,

Health, SEND and Inclusion.

- Colleagues from external agencies, Schools, Colleges, Training Providers, Employers etc.
- Colleagues from other areas of the Council.
- Colleagues from other partner agencies.
- Young people.

Authority level

Person specification

Community and partnership working are essential for all roles.

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Candidates, please address the criteria marked with () only in your application. Please give examples**

Essential knowledge, skills and abilities

- 1) Experience in support of care experienced young people in at least one area (but ideally across multiple areas): Early Years, Key Stages 1, 2, 3 4. and or Post 16 in an educational setting. **
- 2) Experience in successfully reducing behaviour concerns, raising attendance and ensuring good transitions and educational outcomes.
- 3) Knowledge of the wider needs that care experienced young people have (including but not limited to: social, peer, health, Youth Justice and SEND) and strategies to support educational outcomes. **
- 4) Knowledge and understanding of Personal Education Planning system(s) and purpose of the PEP.
- 5) Knowledge of attachment and trauma informed practice and strategies to support young people. Experience of securing great outcomes for an individual / group of children and/or care leavers with this profile. **
- 6) Demonstrate an understanding of working with the key issues related to young people who are NEET and the relationship these issues have to social exclusion and the disaffection of young people. **
- 7) Ability to communicate with other professionals about the needs of individuals and groups of CLA and Care Leavers and secure agreement to take actions forward. **

- 8) Demonstrate experience of producing reports and have written, verbal and presentation skills.
- 9) Demonstrate experience of developing knowledge and taking the lead in a specialist area and sharing and/or training colleagues and young people in this.
- 10) Demonstrate ability to work in a multi-agency team and co-operatively with other agencies and departments.
- 11) Demonstrate and have experience of working with young people in relation to education, employment and training. Providing information and encouraging and secure improved engagement. **
- 12) Demonstrate an ability to communicate effectively with young people who are NEET (Not in Education, Employment or Training) and their families/carers and motivate them to address issues related to EET (Education, Training and Employment) in order to move them into EET.
- 13) Demonstrate an ability to assess young people's EET needs, motivate and inspire them in order to support their transition into positive destinations **
- 14) Experience of leading enrichment activities (such as trips and residentials) and the willingness and ability to work in a flexible way including evenings and occasional weekends to deliver these, adhering to appropriate safeguarding and health and safety procedures.
- 15) Demonstrate an ability to be self-motivated and to work to deadlines and targets. **
- 16) Effective working in partnership across organisations and teams and across hierarchies.
- 17) Strong inter-personal skills. **
- 18) Demonstrate a commitment to as well as an understanding of the application of the Council's Race Equality and Equal Opportunities work and policies.
- 19) Demonstrate an ability to use IT for the collection and presentation of data to enable services to be targeted at those most in need.
- 20) Demonstrate experience of recording sensitive information, maintaining client case files and adhering to confidentiality policies.
- 21) Demonstrate experience of evaluating own practice and of making use of supervision. **
- 22) Demonstrate a willingness to undertake other duties as directed by line managers commensurate with the post.

Essential qualification(s) and experience

1. Degree Level or equivalent.
2. School/Education professional qualifications and / or equivalent relevant experience (such as HLTA with pastoral or curriculum experience and mentoring in school settings, Social Care experience within education setting, QTS etc).

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
• Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues	• Does what they say they will do on time • Is open and honest • Treats all people fairly	• Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents	• Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures	• Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards