

Leeds City Council

Job Description

CORE VALUES, AMBITIONS AND GOALS

As a Council, our Ambition is to be the best City Council in the UK.

Our behaviours will be influenced by our values of;

- Working as a Team for Leeds
- Being Open, Honest & Trusted
- Working with Communities
- Treating People Fairly
- Spending Money Wisely

Children & Families Directorate

Our Vision

We want Leeds to be a Child Friendly City and are committed to ensuring that children and young people;

- are safe from harm
- do well at school and are ready for work
- choose healthy lifestyles
- have fun growing up, and
- are active citizens who feel they have voice and influence

Our goals

We believe that every Children's Services employee can make a contribution to make our vision a reality and we encouraged everyone to work as part of the directorate team to shape children and family centred local services based on our priorities of;

- helping children to live in safe and supportive families
- ensuring that we protect the most vulnerable
- encouraging activity and healthy eating
- improving support where there are additional health needs
- promoting sexual health
- readiness for school
- improving behaviour, attendance, and achievement
- reducing the numbers of young people who are not in employment, education, or training
- providing opportunities for play, leisure, culture, and sporting opportunities
- reducing youth crime and anti-social behaviour
- increasing participation, voice, and influence

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We promote diversity and want a workforce that reflects the population of Leeds.

Directorate	Children & Families
Service Area	Learning Inclusion –
Job Title	Children missing out on education officer/Attendance & CME
Grade	PO6
Conditions Of service	NJC
Responsible To	Vulnerable Children Lead
Responsible For	Management/ supervision and appraisals for the Attendance/CME team

Special Conditions this post is subject to a higher level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Job Purpose: The post holder will co-ordinate and improve practice at the interface between Learning Inclusion, early help, social care in relation to statutory education functions for certain groups of vulnerable children including those who are missing education (CME), those whose' s attendance is a concern, those in need of help and protection (CiN/CP) and looked after children (CLA) and support to the best case work practice of attendance/CME teams.

Use data to inform, develop and enable practice improvement where education and care processes and practice intersect to ensure children are accessing appropriate education and that practice and planning supports the local authority's statutory functions are fulfilled under the remit of Attendance and Children Missing Out of Education Lead.

Ensure that the 3A's strategy is embedded and evident with particular regard to attendance of cohorts more vulnerable to persistent absence, support the LA's statutory duties for children missing education and supports access to appropriate education for identified vulnerable groups including those who have social, emotional and mental health (SEMH) needs.

Responsibilities:

Work closely with other lead officers to ensure that the teams under the wider umbrella of attendance and children missing out on education, deliver the best joined up service for vulnerable children and young people.

Facilitate and develop relationships with a range of services and agencies working with vulnerable children who may be at risk of missing out on education and improve the quality of attendance practice and planning to promote the education for children in need of help and protection and children looked after, including early help, RES teams, CiN/CP plans and personal education plans (PEPs) for CLA.

Ensure that the 3A's strategy is embedded and evident with particular regard to attendance of cohorts more vulnerable to persistent absence, support the LA's statutory duties for CME and support access to appropriate education for identified vulnerable groups including those who have additional needs.

Ensure the regular completion of integrated case audits and reporting of progress for Learning Inclusion service including the areas of attendance, CME and list 2.05, developing a robust reporting framework for multiple audiences (Practice Improvement, Learning Inclusion, Leeds Safeguarding Children's Partnership (LSCP), Corporate Parenting Board (CPB) and Ofsted.

Develop an appropriate range of data and performance indicators to undertake and support the writing of reports on the analysis of trends and thematic areas for annual returns as requested.

Work with education providers and social care to ensure that CLA children/young people have access to a full-time suitable education and that correct procedures are followed if consideration is given to alternative provision or exclusion for vulnerable learners alongside colleagues in the Virtual School.

Use skills and knowledge to effectively challenge and support other professionals and organisations to ensure children/young people are able to achieve the best outcomes.

Engage restoratively with services and agencies to ensure compliance with statutory and other functions/processes and reduce the impact of non-compliance on outcomes for learners.

Lead the progress plan and provide direct line management to the Attendance Mangers and CME officers, providing regular supervision and case work management and termly plans.

Lead the development of best practice and training for case work across all teams and specifically Attendance and CME teams.

Provide weekly support to the organisation of the SEMH Panel and ensure the education and care needs of young people presented are appropriately addressed and that key actions on behalf of Learning Inclusion and children's social care where required are delivered.

Develop and support the connection between the attendance and CME teams with the Area Inclusion Partnerships/Lead officers to ensure there are robust and meaningful relationships with partners that have a positive outcome on children and young people.

Facilitate appropriate challenge and support to schools and settings in regard to children missing out on suitable education e.g. trends around attendance and CME requests, reduced timetables and exclusions.

Undertake the designated safeguarding role for the Attendance and CME teams and for EHE and Pupil Tuition Team –when their DSL is not available.

Develop training packages for associated partners (both internal and external) in regard to attendance and CME with appropriate officers.

Undertake staff management for CMOE lead in their absence for associated teams in regard to leave requests, supervision and sickness monitoring.

Support the induction of new staff to all attendance and CME teams and to Learning Inclusion when appropriate.

Participate in appraisal, training and development activities as necessary to ensure up to date knowledge and skills

To improve own practice through observation, evaluation, discussion with colleagues and CPD programmes.

To work collaboratively with colleagues, knowing when to seek help and advice.

Contribute to the overall ethos, work, and aims of the service by attending relevant meetings, training days/events as requested.

Be aware of and comply with Leeds City Council policies and procedures e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding and promoting the values, standards and equal opportunities of Leeds City Council.

Recognise and appropriately challenge any incidents of racism, bullying, harassment or victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

The duties outlined are not meant as an exhaustive list and will also comprise any other duties within the spirit of the post commensurate with the job evaluation outcome for this post.

The Council has adopted a flexibility protocol and this role will be expected to work within these parameters.

Qualifications: Diploma/degree/professional qualifications Relevant technical qualification and membership of relevant professional bodies (where relevant) and evidence of ongoing professional development.

PERSONAL SPECIFICATION

ESSENTIAL REQUIREMENTS: It is essential that the Candidate should be able to demonstrate the following criteria for the post within the context of the specific role duties and responsibilities: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements

Method of Assessment will be through one or more of the following Application Form, Test, Interview, and Certificate

Skills Required

Able to demonstrate impartiality and neutrality.

Able to work to tight and often conflicting deadlines.

Able to exercise discretion and confidentiality and have an empathetic approach to clients at times of stress.

Excellent verbal and written communication skills to build positive relationships with parents, children and other agencies.

Able to plan, evaluate and prioritise work with children and families and manage own workload.

Able to maintain accurate client records with attention to detail following policy and procedure.

Able to listen effectively on the phone, on-line and in person

Able to develop constructive working relationships with other services and agencies and to work as a member of a team.

Able to use qualitative and quantitative data from a range of sources to identify trends, themes and identify practice improvement opportunities.

Able to pass on vital information to line manager.

Able to anticipate issues, plan solutions and make informed decisions by being creative, innovative and forward thinking.

Knowledge Required

An overview of The Children Act 2004, SEN and Disability Act 2001 and Disability Discrimination Code of Practice, DfE Guidance on Attendance, Promoting the Education of Looked After and Previously Looked After Children, Care Planning regulations and Working Together.

Knowledge of attendance and CME guidance elective in relation to the Education Act 1996 and the LA's statutory duties.

Sound knowledge of the principles of social inclusion and an understanding of the needs of vulnerable children and their families.

Model restorative behaviours and demonstrate knowledge and expertise that will support and empower parents in their discussions schools/academies and other agencies and thereby reduce the dependency culture.

Understanding of the graduated response and statutory assessment processes.

Understanding of the Children's Services structure, area arrangements, locality clusters and area inclusion partnerships.

Understanding of IT systems including Microsoft Office, Internet and Email.

Demonstrate an understanding of the importance of confidentiality and the needs and wishes of individuals, families as appropriate and information governance/GDPR compliance requirements in practice.

A clear understanding of the Child Friendly City concept and the importance of the voice and influence of children and young people.

Of the local authority's safeguarding framework for children in need of help and protection and those who may need to come into the care of the local authority.

Working knowledge and understanding of Outcome Based Accountability (OBA) and Restorative Practice (RP).

Experience Required

Significant experience within the associated environment.

Of working across a range of computerised/database systems to record and monitor information.

Of carrying out exemplary case work and developing practice in others at individual and service level.

Of leadership and management of teams.

Of working with families in a variety of contexts.

Of restorative strategies to build positive relationships with parents/carers and with schools and other agencies.

Of analysis of data to inform reporting and development of practice and strategy to respond to identified service needs.

Behavioural & other Characteristics required

Committed to continuous improvement.

Ability to understand and observe the council's equal opportunities policy.

Carry out all duties having regard to an employee's responsibility under the council's Health and Safety policies.

Willingness to actively participate in training and development activities to ensure up to date knowledge and continuous professional development.

Commitment to Leeds City Council equal opportunities policies.

Promoting the aims and aspirations of the council.

Understand and embrace our values, behaviours and codes of conduct.

DESIRABLE REQUIREMENTS: It is desirable that the candidate should be able to demonstrate the following criteria for the post within the context of the specific role. Candidates are not required to meet all the Desirable requirements however these may be used to distinguish between acceptable candidates.

Method of Assessment will be through one or more of the following Application Form, Test, Interview, and Certificate

Skills Required

Ability to use creative thinking/solutions to engage with services and children and young people and families.

Ability to gather a range of information and data from a wide range of sources, services and settings/locations and presenting these in a consistent and coherent manner.

Ability to interpret and assess a wide range of data sources, qualitative and quantitative, to identify areas for practice improvement that deliver improved outcomes for children and young people.

Knowledge Required

Of the statutory functions of the local authority in regard to Learning Inclusion i.e. SEND, Attendance, CME, EHE, exclusion and children looked after.

Of Attendance/CME regulations and how schools/settings are required to meet their statutory duties to children and families.

Of statutory social care processes supporting children in need of help and protection and looked after children.

Experience Required

Of working within a directly relevant field with a comprehensive working knowledge of attendance and CME functions.

Of working effectively in teams and promoting a 'can do' attitude within an environment.

Of continuous improvement and positive outcomes for children and young people.

Of working within services where conflict might arise or competing priorities can impact on relationships.

Behavioural & other Characteristics required

Persistence and perseverance.

Empathy and understanding of the lived experiences of vulnerable children and their families.

To champion the rights of children to a full-time education that is suitable to meet their needs.

Job Description Content Prepared / Reviewed by:

Name: Kelly Newby

Designation Vulnerable Children Lead

Date May 2022

Confirmation of Job Evaluation Undertaken

JE Ref 222019