



|  |  |
| --- | --- |
| **Department** | Department of People |
| **Job Title** | Head of the Virtual School for Children Looked After (CLA) |
| **Grade** | Grade 12 |
| **Primary Purpose of Job** | To ensure effective education for children for whom the Council is the corporate parent, by leading, supporting and challenging Head Teachers and designated teachers  Work in partnership with senior managers, Social Workers, carers and elected members to secure the best possible educational provision and outcomes for children looked after, as well as those children and young people placed in Bolton by other Local Authorities.  Liaison with other services, both internal and external, including but not limited to social care and educational professionals, other Local Authorities, Heads of Service and Team Managers, local, regional and national groups/bodies including the DFE |
| **Reporting To** | Assistant Director Staying Safe |
| **Staffing**  **Responsibilities** | Staff within the CLA Team |

**Main Duties**

|  |  |
| --- | --- |
| **1** | Analyse data on the attainment of children in the full range of educational settings, including those with SEN and disabilities who are looked after by the authority and those being educated in the authority but in the care of another as though they attended a single ‘virtual school’. |
| **2** | To plan strategically in partnership with other key staff to improve the outcomes for children in care in attendance, exclusion, attainment and emotional well-being and to engage the appropriate services/staff to do this. |
| **3** | Together with Head of Service, be responsible for planning targets and ensuring that these are realistic but aspirational. Ensure that funds and human resources are effectively deployed to meet the agreed targets. |
| **4** | To ensure that there are procedures in place to ensure the effective production and review of all personal education plans within agreed time scales |
| **5** | To veto educational placement of the children where it is clear that a needs assessment shows the placement is unlikely to provide access to suitable education |
| **6** | Challenge the Local Authority’s Social Workers via Team Managers when they do not comply with the DFE statutory guidance that social workers shall not make non-emergency care placement decisions without securing a suitable education placement at the same time |
| **7** | Monitor school and settings admissions for Bolton CLA to ensure that:   1. Children are placed in the school or setting which best meets their needs 2. Social workers are adequately equipped to make that decision |
| **8** | To ensure that social workers have the knowledge and/or are supported to challenge exclusions through attendance at discipline committee meetings/independent appeals |
| **9** | Work directly with schools and settings to drive up standards of education and attainment for children looked after |
| **10** | Work in partnership with schools to identify and support/challenge those schools and settings where the children looked after ‘on roll’ are doing less well than those in similar schools or settings |
| **11** | Agree, in partnership with others, how to provide direct support to a range of schools and settings with different characteristics |
| **12** | Work closely with Social Workers to raise their awareness about the importance of education including early years provision for children in care and ensure that they treat it as a high priority |
| **13** | Work with 11-25 partnerships and further education providers to ensure that the needs of children looked after are being met through the new collaborative arrangements. Attend as the CLA representative at relevant meetings/groups/committees. |
| **14** | Provide professional leadership and development for designated teachers and organised termly events. |
| **15** | To run joint training events for school staff, early years providers, carers and Social Workers to drive up their awareness of the diverse educational needs of children looked after and dispel myths and stereotypes about their capacity to succeed |
| **16** | To manage the CLA team, directing their workload, setting timescales and deadlines and offering advice, supervision and support |
| **17** | To manage the recruitment and selection process for support staff and tutors for children in care |
| **18** | To contribute to the management of staff deployment to ensure advice and support to parents, colleagues, governors, schools and settings, and elected members relating to all key areas of responsibility |
| **19** | To co-ordinate the annual awards for looked after children and the annual professionals conference for looked after children. |
| **20** | To co-ordinate the agenda setting for the Corporate Parenting Board and the Virtual Head Teacher executive and be accountable for co-ordinating priority setting for both meetings. |
| **20** | Monitor the progress of children looked after in different schools and settings and, where relevant, colleges of further education, through interrogation of data and quality of personal education plans (PEPs) |
| **21** | Audit on a half termly basis, the overall quality of PEPs in terms of how far they meet a child’s needs and ensure that this is regularly monitored through the child care reviews |
| **22** | Work closely with relevant data colleagues to ensure the availability of robust data that can be processed and shared effectively to track the educational progress of children looked after |
| **23** | Use data to challenge schools and settings to develop and implement interventions to improve outcomes for children in care, and to contribute to the annual school and local authority target setting exercise |
| **24** | Produce an annual self-evaluation form setting out an assessment of the progress of all children looked after in the area |
| **25** | To be proactive in making effective links and in engaging in collaboration with virtual schools heads in authorities where the authority’s children are being educated |
| **26** | To be proactive in disseminating good practice on working with schools and settings which have children in care ‘on roll’, especially in relation to supporting schools, settings and Social Workers to have high aspirations for them during their school or early years, career, and in progression to further and higher education |
| **27** | To attend half-termly meetings of all support staff employed to work with children looked after, coordinate information sharing within the team and feedback to the appropriate people any concerns from the group |
| **28** | Identify service and resource needs through effective management information, planning systems and communication with colleagues, schools and settings, other council departments and relevant agencies and partners. This includes cooperating with other parties to ensure effective working relations, develop new initiatives, monitor and evaluate the effectiveness and achievements of services and examine/improve procedures, methods and working practices in accordance with the department’s Children and Young People Plan |
| **29** | To work closely with the appropriate educational settings and ensure satisfactory alternative arrangements are in place for children looked after excluded from school, within appropriate legislative timescales. |
| **30** | To be aware of and promote alternatives to exclusion for CLA and make or support schools to make the appropriate referrals for support services and to support officers with this process |
| **31** | To attend network meetings for lead officers of CLA as the LA representative and report back on shared and good practice |
| **32** | To be responsible for monitoring, sanctioning and recording any expenditure from the Children Looked After element of the Vulnerable Children’s Grant, LA funds and private tutoring budgets |
| **33** | To contribute and participate in corporate policies and initiatives that drive the council’s commitment to improving life chances and outcomes for CLA |

|  |  |
| --- | --- |
| **Date Job Description prepared/updated:** | **February 2018** |
| **Job Description prepared by:** | **Bernie Brown** |



****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Department** | | | | **department of people** | |
| **Job Title** | | | | Head of the Virtual School for Children Looked After (CLA) | |
| **Stage One** | | | Disabled Candidates are guaranteed an interview if they meet the essential criteria | | |
| **The Minimum Essential Requirements for the above Post are as Follows:** | | | | | **Method of Assessment** |
| **1.** | **Skills and Knowledge** | | | | |
| 1. | Ability to analyse facts and situations and think creatively about problems and opportunities | | | | Application/Interview |
| 2. | Ability to initiate, monitor and evaluate data | | | | Application/Interview |
| 3. | Effective ICT skills | | | | Application/Interview |
| 4. | Ability to write clearly and concisely and present reports or statements of case effectively and confidently to committees, panels or other meetings | | | | Application/Interview/ Presentation |
| 5. | Administrative skills to monitor budgets and financial data | | | | Application/Interview |
| 6. | Commitment to customer care and child welfare policies with a thorough understanding of their application to People Directorate | | | | Application/Interview |
| 7. | Ability to lead and motivate colleagues to produce high quality work | | | | Application/Interview |
| 8. | Ability to work accurately in a demanding environment, and make decisions independently | | | | Application/Interview |
| 9. | Ability to think strategically and plan medium to long term | | | | Application/Interview/ Presentation |
| 10. | A thorough understanding of the legislative framework underpinning the social inclusion and care matters agendas and comprehensive knowledge of the statutory guidance on the roles and responsibilities of designated teachers and the promoting the education of Looked after children and previously looked after children. | | | | Application/Interview/ Presentation |
| 11. | Understanding of a wide range of learning opportunities which are designed to re-engage some young people | | | | Application/Interview |
| 12. | Ability to demonstrate achievement with regard to inclusive policy and practice | | | | Application/Interview |
| 13. | An understanding and application of the legislation with regard to children looked after | | | | Application/Interview |
| 14. | An understanding of and the ability to apply general management concepts and practices | | | | Application/Interview |
| 15. | Awareness of work undertaken by other sections in People Directorate and other agencies | | | | Application/Interview |
| 16. | **Competencies** – Please note the council’s corporate competencies, which are considered to be essential for all roles, are in the attached CORE COMPETENCIES document | | | | Interview |
| **2. Experience/Qualifications/Training etc** | | | | | |
| 1. | | Significant experience of implementing policy and strategies and project development involving innovation to promote change | | | Application/Interview |
| 2. | | Experience of working with young people in an educational and a social care setting | | | Application |
| 3. | | Experience of developing and delivering training | | | Application |
| 4. | | Experience of working with Head Teachers, educational establishments and parents in a senior or advisory capacity | | | Application/Interview |
| 5. | | Experience of management at a senior level in both a social care and a school environment | | | Application/Interview |
| 6. | | A degree or relevant professional qualification in Social Work and/or teaching/or relevant profession | | | Application/Proof of Qualification |
| 7. | | A formal management qualification or evidence of other systematic management development incorporating leadership, time management and goal setting | | | Application/Proof of Qualification |
| **3. Work Related Circumstances** | | | | | |
| 1. | | The nature and demands of the post-holder’s time are not always predictable and there will be an expectation that work will be required outside normal hours from time to time. | | | Application Form/Interview |
| 2. | | This post is subject to an enhanced disclosure from the Disclosure & Barring Service | | | Satisfactory DBS Disclosure |
| 3. | | This post has been designated an essential car user post. Applicants must hold a full, current and valid driving licence and a vehicle with a current valid MOT certificate. There must also be adequate vehicle insurance cover to comply with the council’s requirements, in line with the Travel Costs Reimbursement Policy | | | Application Form  Interview |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE TWO** | | Will only be used in the event of a large number of applicants meeting the minimum essential requirements | |
| **Additional Requirements** | | | **Method of Assessment** |
| **1. Skills and Knowledge** | | | |
| 1. |  | |  |
| 2. |  | |  |
| **2. Experience/Qualifications/Training etc** | | | |
| 1. | Formal management qualification | | Application/Proof of Qualification |
| 2. |  | |  |

|  |  |
| --- | --- |
| **Date Person Specification prepared/updated:** | **February 2018** |
| **Person Specification prepared by:** | **Bernie Brown** |



**These core competencies are considered essential for all roles within Bolton Council. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period**

**Developing Self & Others**

Promote a learning environment to embed a learning culture.  Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development. Support and promote the principles of Investors in People.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council’s Emergency Management Plan is activated, you may be required to assist in maintaining key Council services and supporting the community.  This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality & Diversity**

Uphold the principles of fairness and the Equality Act in all undertakings as a Bolton Council employee, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring & professional image.

**Health & Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow Council policies and procedures on dealing with personal information and information assets, including The Code of Conduct, Data Protection, Acceptable Use and Information Security policies. Personal or confidential data should only be accessed or used for council purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required byThe Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure & Barring Service.