

## Job Description

Job Title: Education Adviser

Salary: P2

### Overall purpose of the job

Please write one or two sentences about why the job exists. Focus on the achievement of the key end results of the job.

**To make a positive contribution to educational outcomes for children who have or have had a social worker. There is currently a significant gap between children who have or have had a social worker and all Cambridgeshire children; this is illustrated by 2021 basic GCSE passes grades 4-9:**

- **74.3% of all Cambridgeshire children**
- **26.4% of Cambridgeshire Children in Care**
- **19.3% of Cambridgeshire Children in Need**

**This role seeks to minimise and reduce that gap by:**

- Providing high quality support and challenge to schools, settings and other education providers in relation to children who have or have had a social worker, to ensure school leadership, culture and curriculum design promotes high quality educational experiences and outcomes
- Actively participate in approaches which specifically impact on provision for children who have or have had a social worker from 0-18 years, through child and/or school level targeted support
- Working in partnership with the networks of professionals around children and schools including colleagues within the education and social care directorates, carers and partners beyond the local authority
- Contributing to the County Council's effective delivery of its statutory and associated obligations in relation to care experienced children

### Main accountabilities

Please list the accountabilities in descending order of priority. Please include 6-9 accountabilities.

<b>Main accountabilities</b>	
1.	<p><b>Service Delivery</b></p> <p>Act as the link education adviser for a group of schools, settings or individual pupils to ensure access and inclusion and empower the designated teacher to maximise educational outcomes for Cambridgeshire children in care. Ensure strategic priorities are translated into practical support which promote and sustain school improvement with particular reference to the needs of children who have or have had a social worker.</p> <p>Deliver bespoke support for LA maintained schools, academies and other providers at both school and child level.</p> <p>Be able to demonstrate the impact of provision on improved outcomes for children and young people, as defined by Cambridgeshire Virtual School development plans and Local Authority performance indicators and take appropriate action where necessary.</p>

	<p>Ensure that statutory requirements, including the completion of Personal Education Plans (PEPs) and the allocation of the Pupil Premium Plus (PP+) budget, are met, are of a high quality and comply with service expectations.</p> <p>Undertake analysis and scrutiny of data and use this to guide interventions and discussions in response.</p> <p>Work within an area of the Virtual School to ensure that strategic priorities are translated into practical support which help to promote and sustain school improvement.</p> <p>Carry out duties in the absence of other staff for a time limited period, to ensure the smooth operation of the Virtual School.</p> <p>Attend service staff meetings, training days and other Virtual School activities as directed.</p> <p>Participate in regular supervision sessions with line manager and fully engage with the performance management process.</p>
2.	<p><b>Partnership Working</b></p> <p>Help with the design and preparation of professional development opportunities.</p> <p>Develop and deliver training to key partners including schools and social care to impact culture, policy and practice, with specific reference to children who have or have had a social worker.</p> <p>Evaluate the impact of professional development opportunities and, where necessary, identify and take appropriate actions.</p> <p>Ensure that the design and preparation of professional development opportunities are in line with local and national priorities, extend and enhance the skills, confidence and competencies of attendees and are suitably evaluated.</p> <p>Support schools and settings to promote a positive culture in which care experienced children are enabled to thrive through the use of advisory visits, professional meetings and the production of supporting reference materials and guidance.</p> <p>Work with the relevant key partners (including those within and beyond the LA), empowering them to:</p> <ul style="list-style-type: none"> <li>• To ensure that education is a priority, for Cambridgeshire children in care, wherever they are placed.</li> <li>• To ensure the pupil has access to the appropriate services within and beyond the LA and that to ensure individual needs are met.</li> <li>• To target support where needed and manage resources accordingly.</li> <li>• To minimise drift and promote best practice.</li> </ul>
3.	<p><b>Strategy and Development</b></p> <p>Provide support in the development and delivery of improvement planning which focusses on the promotion of educational outcomes for children who have or have had a social worker, including those identified by key partners within and beyond the LA as being in need of support.</p>

	<p>Maintain an understanding of published research, the work of other virtual schools and current government direction regarding the education of children who have or have had a social worker.</p> <p>To draw on and contribute to the development and implementation of relevant strategies and plans including the Virtual School five-year development plan and other LA strategic plans.</p> <p>Make a significant contribution to the wider work of the Virtual School by undertaking an additional area of responsibility, including annual development planning, to support the Virtual School's wider development.</p> <p>Plan, implement and evaluate project work within Cambridgeshire County Council through attendance at relevant meetings, researching items, undertaking allocated tasks, implementation of any changes to practice because of the project and evaluating impact.</p> <p>Work to empower all professionals to promote the education for children who have or have had a social worker.</p> <p>Interrogate the data management dashboards to identify trends and patterns, enabling proactive and preventative interventions.</p>
4.	<p><b>Complex Casework</b></p> <p>Support the entitlement of Cambridgeshire children in care, in line with current statutory guidance and Virtual School systems and processes, offering advice to social care partners, carers and schools and settings, particularly those who have had limited recent experience of children in care.</p> <p>To support the resolution of difficult and complex situations at both child and school level. This may include attendance at professionals' meetings or signposting to the relevant professional or service.</p> <p>Make use of appropriate mechanisms and pathways to access escalation where the need arises.</p> <p>Offer high quality, specialist advice and support that is evidence based and designed to address the needs of children and young people, schools, settings and providers.</p> <p>Review and measure the effectiveness and impact of casework against frameworks, tools and data.</p>
5.	<p>To demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.</p>

**Safeguarding commitment** *(Include for roles involving work with children/vulnerable adults)*

We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.

## Person Specification

### Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

Qualifications Required	Subject	Essential/ Desirable
Key Skill Level 4: Bachelor's degree; HNC; HND NVQ level 4 or equivalent; including professional qualification; PGCE, GTP / SCITT		Essential
Qualified Teacher Status		Desirable
Higher Degree; Masters degree; Bachelor's degree + qualification		Desirable
NPQH, NPQSL or other national professional qualification		Desirable

Minimum levels of knowledge, skills and experience required for this job

Identify	Describe	Essential/ Desirable
<b>Knowledge</b>		
Safeguarding	<p>Evidence of a thorough and up-to-date knowledge and understanding of safeguarding policies and procedures.</p> <p>Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.</p> <p>Knowledge of specific risks including CCE and CSE for children who have or have had a social worker.</p>	Essential
Legislation and national guidance relating to the education and care of Children in Care and children who have or have had a social worker	<p>An expert knowledge and understanding of relevant legislation and national guidance, including the statutory guidance around the role of the Virtual School, the Designated Teacher, the PEP, admissions, attendance and exclusions.</p> <p>Good knowledge of current working practices in Social Care and understanding of how the care system can affect the life and educational chances of young people</p>	Essential
Childhood and Adolescent Development	<p>A specialist knowledge of childhood and adolescent development including the impact of adverse childhood experiences and early experiences of trauma on social emotional and mental health of children and young people.</p> <p>Awareness of other additional learning</p>	Essential

	needs which may be prevalent for this cohort, eg. FASD.	
Assessment and Interventions	<p>An expert ability to interpret and analyse attainment and progress data to plan provision and interventions; up to date knowledge of assessments and evidence-based interventions – including knowledge of the EEF.</p> <p>An expert knowledge and understanding of the factors that lead to improved outcomes for vulnerable children and young people, including those with SEND, and their access and participation in learning.</p>	Essential
Organisations and systems	<p>An expert knowledge of working with schools and settings, including 16+ education providers as systems.</p> <p>Expert knowledge and experience in accessing and using relevant research, inspection and school self-evaluation evidence to justify key interventions at Local Authority, education setting and individual level.</p>	Essential
Current working practices in Social Care	<p>Good knowledge of current working practices in Social Care and understanding of how the involvement of a social worker in a child or young person's life can affect the life and educational chances of young people.</p>	Desirable
Project management	<p>Knowledge of project management, implementation and evaluation.</p>	Desirable
Data analysis	<p>Knowledge and relevant experience of using excel and other packages / programmes to manipulate and interrogate data.</p>	Desirable
<b>Skills</b>		
Organisation	<p>Able to prioritise work, meet deadlines and utilise resources effectively in area and across the service.</p> <p>Demonstrate a commitment to apply professional reflection as part of ongoing CPD to evidence learning from experience.</p>	Essential
Influencing and negotiating	<p>Ability to motivate others.</p> <p>Ability to use skills of leadership and negotiation to influence partners within and outside the Local Authority in the best interests of the child.</p>	Essential

	<p>Ability to support the reframing of assumptions which may have been made with specific regard to behaviour demonstrated by a child or young person.</p> <p>Ability to recognise and respond to the needs and capacity of other professionals, particularly those in schools, to provide appropriate responses and interventions in times of crisis.</p>	
Partnership working	<p>Ensure the child's voice is paramount; ensure co-production of policies/strategies with key partners and children and young people.</p> <p>Make efficient and effective use of the range of skills and knowledge within the immediate and extended professional networks around a child or educational setting.</p> <p>Able to demonstrate a strong commitment to multiagency working and working with partners, including schools, settings, social care and health. Be mindful of a trauma-informed approach when offering support and challenge, ensuring that individuals within the professional network remain within their own windows of tolerance</p> <p>Inspire and motivate others, and work collaboratively and effectively with others to achieve team and organisational goals.</p>	Essential
Communication	<p>Able to communicate effectively in all the usual media with a wide range of audiences.</p> <p>Be competent and confident in communications with all key partners to ensure collaboration and co-construction of planned educational outcomes.</p>	Essential
Confidentiality	<p>Able to maintain confidentiality and discretion.</p>	Essential
Equality and diversity	<p>Display a sound understanding of equality issues, respecting and valuing an individual's diversity.</p> <p>Ability to demonstrate awareness and understanding of equal opportunities</p>	Essential

	and other people's behaviour, physical, social and welfare needs	
Flexibility and resilience	A flexible and resilient approach to plan, organise and prioritise a demanding workload, to maintain the delivery of multiple, competing short- and long-term objectives.	Essential
IT skills	IT literate	Essential
<b>Experience</b>		
Leadership and Management	<p>Experience of working at a senior level in an educational setting or within the local authority.</p> <p>Experience of gaining a clear overview of a complex issue(s), identifying and negotiating a potential course of action based upon information gathered, knowledge of best practice and implementing a planned approach relevant to the specific context.</p> <p>Ability to work within a team, making a positive contribution to developments, policies and protocols, leading specific areas as appropriate.</p>	Essential
Change management	<p>Experience of change management and service delivery improvement.</p> <p>Experience of development planning and evaluation. Ability to demonstrate impact of a planned approach to secure an outcome.</p> <p>Ability to differentiate between outcomes and actions.</p>	Essential
Vulnerable groups	<p>Experience of raising the achievement of vulnerable groups.</p> <p>Experience of a range evidence-based interventions and approaches.</p> <p>Experience of supporting children and young people who may be experiencing co-occurring barriers, for example SEND and social care involvement.</p>	Essential
Resilience	<p>Experience of holding positive and sometimes challenging conversations with senior leaders and other professionals to improve practice.</p> <p>Experience of managing challenging</p>	Desirable

	situations and maintaining professional boundaries.	
Training	<p>Experience of developing and delivering high quality training to an adult audience.</p> <p>Ability and willingness to undertake additional CPD and independent reading to further personal understanding.</p> <p>Experience of adapting training to a specific audience.</p>	Desirable

### Disclosure level

What disclosure level is required for this post?	None	Standard
	Enhanced	Enhanced with barred list checks

### Work type

What work type does this role fit into? (tick one box that reflects the main work type, the default workers type is flexible)	Fixed	Flexible	Field	Home
---	-------	----------	-------	------



