**JOB DESCRIPTION**

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| Job Title: **Senior Transition Adviser**  Team: Targeted Support Team  Service: Targeted Support Service  Directorate: Children, Education and Families Directorate  Reports to: Targeted Support Manager  Grade: Scale S02 (£34,834 - £36,648)  Location: Fenland.  Hours: 30 |

**Overall purpose of the job**

The Local Authority has a statutory duty to support vulnerable young people to remain in learning post 16. This post supports that duty and contributes to the key performance indicators regarding reducing NEET and increasing participation in learning.

Using knowledge and skills in information advice and guidance this role will lead on the transition of the most vulnerable young people from pre to post 16 learning and assist in the re-engagement of those young people who are NEET, enabling them to make a positive transition to adulthood.

This post will work with approximately 100 young people over the course of the year through group and one to one work, telephone follow up and email. It is envisaged that each young person will be seen on a minimum of three occasions. A smaller caseload of approximately 20 young people will be supported through the transition post 16 to support retention. This support will span a period of between 3 – 6 months.

In supporting retention in learning post 16 the post will negotiate with a wide range of partners including school/college staff and other voluntary and supporting agencies. The role will involve regular travel across the county to meet with young people and learning providers.

This post will have line management responsibilities, notably the Transition Adviser

**Main accountabilities**

Accountabilities in descending order of priority.

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|  | **Main accountabilities** |
| **45%** | **WORKING WITH YOUNG PEOPLE AND THEIR FAMILIES**  To facilitate the transition of young people identified as most at risk of non-participation to opportunities in learning post 16, supporting retention as required.   1. Addressing barriers to progress, assessing support needs, agreeing a plan of action and reviewing progress, working on a 1:1 basis and through group work activities 2. Leading the delivery of the September Guarantee for this group of young people and supporting retention in learning post 16. This will include: 3. Operating as part of a Team Around the Family, ensuring work undertaken is reflected in the Support Plan for the family, working with other professionals towards the agreed common goals, updating the lead professional for a case on involvement on a regular/agreed basis and attending TAF meetings to ensure work is well co-ordinated and consequently more effective with families.   **UNDERTAKING ASSESSMENTS**   1. To commence an EHA where there are no child protection concerns but where support is clearly needed, taking into account the needs and strengths of all family members  * Participate in the gathering of information to inform in depth assessment of family needs |
| **20%** | **PARTNERSHIP WORKING**  To support schools, colleges, training providers, voluntary organisations and other agencies in the raising of participation, acting as an advocate for young people and supporting the management of the transition process. This will include:   1. Meeting with schools to identify those young people most at risk of non- participation agreeing caseloads and signposting as appropriate 2. Attending review meetings monitoring support arrangements for young people 3. Sharing information in compliance with agreed protocols 4. Contributing to the negotiation and monitoring of working arrangements documentation |
| **15%** | **MANAGING INFORMATION**   1. Recording the September Guarantee 2. Delivery of the Early leavers Survey 3. Delivery of the Annual Activity Survey 4. Case Auditing 5. Deliver the Distance Travelled Tool 6. Preparation of Case Studies |
| **10%** | **STAFF MANAGEMENT/SUPPORT**  To support, mentor/line manage the Transition Adviser ensuring a co-ordinated approach to raising participation activities, including supporting early leavers from post 16 learning and young people who are NEET. |
| **10%** | **COMMITMENT TO CONTINUOUS IMPROVEMENT**   1. Keeping up to date with developments in the post 16 offer of learning 2. Keeping up to date with County processes that support RPA e.g. the RONI and UCAS Progress 3. Keeping up to date with changes in the benefit system and how they affect young people and their families. 4. Contributing to the development of processes and quality standards 5. Contributing to the appraisal and supervision processes 6. Accessing appropriate training and development opportunities |

**Person Specification**

**Senior Transition Adviser**

**Qualifications, knowledge, skills and experience**

Minimum level of qualifications required for this job

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| **Qualifications Required** | **Subject** | **Essential/**  **Desirable** |
| Key Skill Level 2: 5 GCSEs at Grade C or above; NVQ level 2; or equivalent, including secretarial qualifications. | **English** | **E** |
| Key Skill Level 4: Bachelor’s degree; HNC; HND NVQ level 4 or equivalent; including professional qualification, | **Guidance or other relevant qualification e.g LDSS** | **E** |
| Higher Degree; Master’s degree; Bachelor’s degree + qualification; VQ level 6 or equivalent; including all chartered professions and post-graduate qualification; | **Guidance or other relevant qualification** | **D** |

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

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| **Identify** | **Describe** | **Essential/**  **Desirable** |
| **Knowledge** |  |  |
| Knowledge of benefit entitlements for young people  Knowledge of the Local labour market | Detailed/In-depth practical knowledge & understanding | E |
| Working with young people and their families  Knowledge of current issues in education, curriculum changes and opportunities in learning post 16  Knowledge of legislation relating to young people | Extensive/Specialist/technical knowledge & understanding | E |
| Working with young people and their families | Extensive knowledge and experience of working with young people and their families on a 1:1 basis and in groups. Knowledge and experience of safeguarding legislation and its implementation. | E |
| Working with learning providers | Extensive experience of working with a range of staff in schools, colleges and other settings | E |
| Working with voluntary organisations and other agencies involved with supporting young people and their families | Extensive experience of working with a wide range of professionals within the local authority, voluntary organisations and other agencies including health and job centre plus | E |
| Knowledge of Opportunities In learning Post 16 | Extensive knowledge of current education issues, KS4, 5 curriculum, apprenticeships, other training and re-engagement activities.  Knowledge of legislation relating to raising the age of participation | E |
| Knowledge of the benefits system | Extensive knowledge of the wide range of benefits available to young people and their families including the Bursary Fund, Child Benefit, JSA and Hardship funds | E |
| Advocacy | Experience of advocating on behalf of young people | E |
| Local Opportunities in education, employment and training | Knowledge of opportunities in learning and employment in Cambridgeshire and neighbouring authorities. | D |
| Guidance and problem Solving Skills | Ability to gain a clear overview of complex issues, identify and negotiate a potential course of action based on information gathered and knowledge of opportunities | E |
| Resilience | Ability to manage challenging situations and maintain professional boundaries. | E |
| Engagement skills | Ability to create and maintain good working relationships with young people their families and a wide range of professionals and partners. Commitment to impartial and anti- discriminatory practice. | E |
| Ability to work autonomously. | Self- disciplined good time management and prioritisation of workload. Ability to plan and complete tasks to meet the needs of the role. | E |
| Ability to work Flexibly | Willing and able to work flexible hours including some evenings and weekends. | E |
| Ability to travel | Ability to work across Cambridgeshire on a regular basis | E |
| Team work | Ability to work within a multi- disciplinary team, make a positive contribution to developments, policies and protocols, leading as appropriate. | E |
| Communication and ICT Skills | Ability to communicate through a range of media including report writing. Must be able to use I.T systems/databases | E |

**Disclosure level**

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| What disclosure level is required for this post? |  |  |
| Enhanced | Enhanced with barred list checks |

**Work type**

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| What work type does this role fit into? |  | Flexible |  |  |